AMERICAN ANNALS OF THE DEAF

Founded 1847

Official Organ

Conference of Executives of American Schools for the Deaf
Convention of American Instructors of the Deaf

LEONARD M. ELSTAD
Editor

POWRIE V. DOCTOR
Assistant Editor

Under the direction of
LEONARD M. ELSTAD, District of Columbia, 1948
MRS. H. T. POORE, Tennessee, 1948
IGNATIUS BJORLEE, Maryland, 1951
ALFRED L. BROWN, Colorado, 1951
JACKSON A. RANEY, Indiana, 1954
EDWARD W. TILLINGHAST, Arizona, 1954
SAM B. CRAIG, Pennsylvania, *ex officio*

Executive Committee of the Conference

SEPTEMBER

1948

VOLUME 93 NUMBER 4

THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

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THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF, founded in 1850 and incorporated by Congress in 1897, is the oldest national organization in the United States. Its purpose, as stated in the act of "incorporation of the Convention of American Instructors of the Deaf," is to promote the welfare of the deaf in that purpose "by means of the meetings of the organization, and by publishing such papers and documents as may be deemed necessary."

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The American Annals of the Deaf is published bi-monthly during the school year, appearing in the months of January, March, May, September, and November. The subscription is $2.00 a year, payable in advance; January number, one dollar a copy; single numbers otherwise, 50 cents each. The subscription for foreign countries is $2.20 a year.

Publication office: Gallaudet College, Washington 2, D. C. Editorial office: Gallaudet College, Washington 2, D. C. Entered as second class matter at the Postoffice at Washington 2, D. C. Acceptance for mailing at the special rate of postage provided for in the act of February 28, 1925, authorized June 25, 1932. Subscriptions made payable to the American Annals of the Deaf may be sent to the Editor, Gallaudet College, Washington 2, D. C.

AMERICAN ANNALS OF THE DEAF

VOL. 93 SEPTEMBER, 1948 NO. 4

A Comparative Study of the Ontario and Nebraska Tests for the Deaf

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and

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INTRODUCTION

In the past deaf children have been tested with non-language performance tests such as the Grace Arthur Point Scale, Cornell Coxe Performance Tests, and the Pintner Patterson Scale. These tests have all been standardized on hearing children. Although these tests are non-language in so far as the child's response is concerned they still involve the use of language in giving and understanding the oral directions. Of necessity pantomime is often substituted for, or added to, the oral directions. This may or may not affect the test results. In addition many of these tests are heavily weighted with form boards, thus giving an uneven sampling of abilities.

Recently two tests have been constructed specifically for deaf children. The first test, The Ontario School Ability Examination, was published in Canada in 1936.[1] This examination was standardized by selecting performance items used with hearing children, adding some tests, such as the Knox Cube, the Healy Fernald Puzzle, etc., and

[1] Amoss, Harry. *Ontario School Ability Examination Manual of Directions.* Toronto, Canada. The Ryerson Press, 1936

administering the battery to deaf children; and also to hearing children who had been given the Stanford-Binet examination. It was found that there was a close correlation between this test and the 1916 Revision of the Binet Scale. It was then standardized on 288 deaf pupils at the Ontario School for the Deaf.

The Nebraska Test of Learning Aptitude[2] was standardized on 466 institutionalized deaf pupils in Nebraska, Kansas, Missouri, Illinois, Indiana and Ohio as well as some pupils enrolled in day schools for the deaf in Lincoln, Nebraska. The author did not use a mental age concept because he did not wish to confuse it with tests given to hearing children such as the Stanford-Binet. He preferred using learning age or Learning Quotient (L.Q.) to using mental age or I.Q.

The major difference in standardization between the two tests is that the Ontario Test was calibrated with the old Binet examination for hearing children, whereas the Nebraska Test used an age scale based on other estimates of learning ability. The Nebraska Test was standardized on children from three years six months to nine years nine months; the Ontario Tests included children between the ages of five and twenty-two years. Both tests were standardized primarily on children in residential schools for the deaf. There are no coefficients of reliability for the Ontario Test. The Nebraska Test lists a coefficient of reliability of .963.

The Problem

Since psychologists who are charged with the examination of deaf children are interested in knowing the significance of their results, it is important that a comparison of the results of these two tests be made. The problem, then, is to determine the relative ratings which deaf children receive when both tests are administered to the same individual. Also, in order to determine how these tests compare with the Binet, it is important that

[2] Hiskey, Marshall. *Nebraska Test of Learning Aptitude. Manual of Directions.* Lincoln, Nebraska. University of Nebraska, 1941

some comparison be made between these two tests and the Standford-Binet examination.

Procedure

To compare the results of the Ontario School Ability Examination with those of The Nebraska Test of Learning Aptitude the following procedures were established:

1. *Subjects*: Forty-nine children from the Paul Binner Day School for the Deaf, (Milwaukee, Wisconsin) were selected for this experiment. The forty-nine deaf and hard of hearing children were given the Ontario and Nebraska Tests for the Deaf, each child being given both of those tests within a period of not less than three days and not more than one week. One-half of the children had the Nebraska Test first; and the other half had the Ontario first.
2. For the second part of the experiment forty-nine hearing children of varying ages from the public schools were selected. These children had been given the Terman Merril Stanford-Binet. As with the deaf children, one-half of the group was given the Ontario first; the other half the Nebraska first.
3. *Ages.* In both groups children of varying ages were selected so as to include children from five to eleven years. There were from six to eight subjects at each age level.
4. *Selection of Cases.* Since the experiment involved the administration of all tests to the same child, the selection factor was unimportant .Availability of children for the examination was the major consideration.

Results

Analyzing the data from the three tests, results were studied by (1) comparing the Ontario I.Q.'s with the Nebraska L.Q.'s obtained from the administration of the tests to deaf children, (2) comparing with each other the Binet I.Q.'s, Ontario I.Q.'s and Nebraska L.Q.'s obtained from the administration of the tests to hearing children, and (3) comparing the Ontario I.Q.'s with the Nebraska L.Q.'s obtained from the combined groups of deaf and hearing children.

1. *Results with Deaf Children.* For the forty-nine deaf children examined the mean I.Q. for the Ontario Test was found to be 102.9. The mean L.Q. for the Nebraska Test on the same group of children was 95.8. It can be seen that

there is a difference of seven points in I.Q. between the mean on the Ontario Test and the mean L.Q. on the Nebraska Test.

Table I shows the means, difference between the means, the standard error of the difference, and the critical ratio for the Ontario and Nebraska Tests when administered to the same group of deaf children. It will be seen from this table that the seven point difference in I.Q. between the two tests is statistically significant since the critical ratio is 4.4.

TABLE I

The Means, Difference Between The Means, The Standard Error Of The Difference, And The Critical Ratio For The Ontario and Nebraska Tests When Administered To A Group Of 49 Deaf Children.

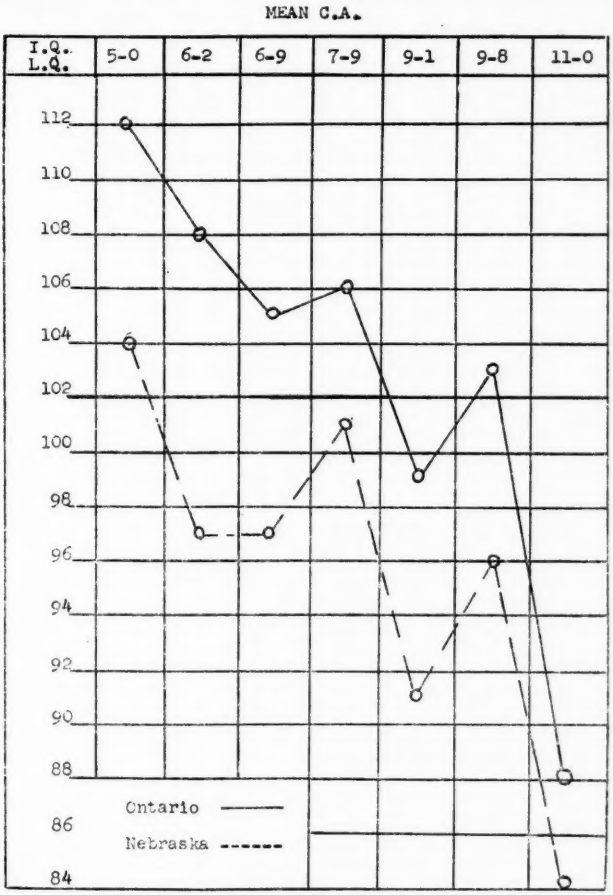
	Ontario	Nebraska	Dif. betw. Means	S.E. of Dif.	C.R.
Means ----------	102.857	95.816	7.041	1.6	4.4
S. D. of Dis. ------	16.296	15.037			
S. E. of Mean ----	2.33	2.15			

Figure 1 shows the mean I.Q.'s and L.Q.'s for the forty-nine deaf children at each chronological age level. It will be seen from this figure that the mean I.Q. at each age level is higher for the Ontario Test than the mean L.Q. obtained from the Nebraska Test on the same children. It appears then that the Ontario School Ability Examination, not only shows a significantly higher I.Q. for the group as a whole but also shows a higher score at each age level than does the Nebraska Test of Learning Aptitude. The apparently higher I.Q.'s and L.Q.'s for the younger children in Figure I probably have no significance but may be due to a selection factor.

2. *Results for Children with Normal Hearing.* Table 2 shows the results of three tests administered to hearing children in terms of the means, difference between means, standard error of difference, and critical ratio for the Ontario, Binet, and Nebraska Tests. It will be seen from

FIGURE I

The Mean I.Q. and L.Q. At Each C.A. Interval for the Deaf Children



this table that the children obtained a mean I.Q. of 107.3 on the Binet Test, 102.9 on the Ontario Test, and a mean L.Q. of 95.7 on the Nebraska Test. This table also shows that there is a significant difference between the Nebraska and Binet Tests, and between the Ontario and Nebraska

Tests on hearing children, whereas the difference between the Binet and the Ontario does not show high statistical significance

An analysis of the results for each age level as presented in Figure 2 shows, as it did with deaf children, that the Ontario Test gave a higher score than the Nebraska Test at each age level. The Binet Test showed a slightly higher score than the Ontario Test for all age levels except age eight. It is concluded therefore that the Ontario Test gives a rating on hearing children more similar to the Binet Test, than does the Nebraska Test of Learning Aptitude.

TABLE II

The Means, Differences Between Means, Standard Error of Difference, And The Critical Ratio for the Ontario, Binet, and Nebraska Tests On A Group of 49 Hearing Children.

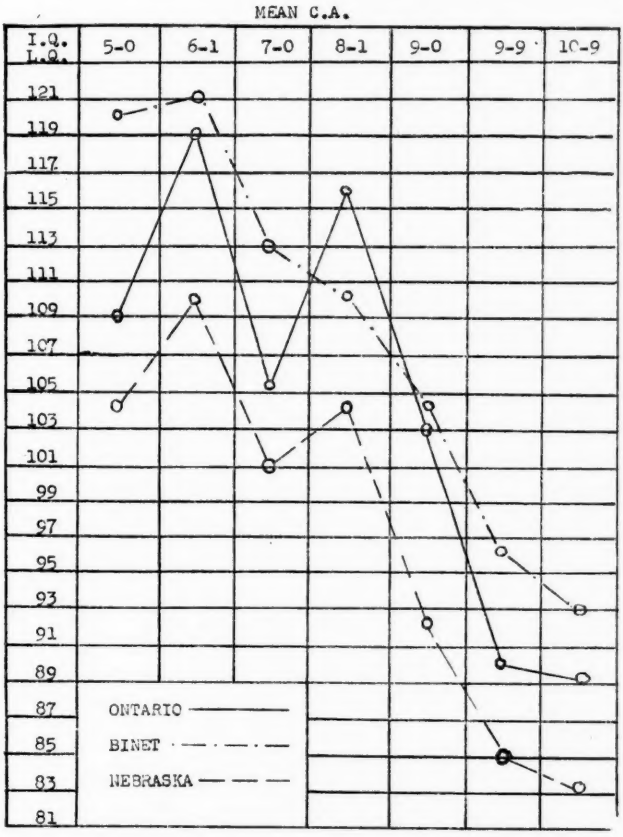
Tests	Means	S.D.	S.E.	Dif. betw. Means	S.E. of Dif.	C.R.
Ontario	102.9	21.24	3.04	4.39	2.00	2.19
Binet	107.3	21.81	3.12			
Ontario	102.9	21.24	3.04	7.16	1.35	5.32
Nebraska	95.7	17.47	2.50			
Nebraska	95.7	17.47	2.50	11.55	1.70	6.79
Binet	107.3	21.81	3.12			

From Table 2 and Figure 2 it may be concluded that when all three tests were given to the same hearing children, the Binet showed the highest I.Q., the Nebraska the lowest L.Q., and the Ontario was found to give an I.Q. that was closer to the Binet than was the Nebraska Test. It was found also that the Binet and Ontario tested consistently higher than the Nebraska at all age levels.

3. *Comparison of the Combined Group of Hearing and Deaf Children.* When the data from deaf and hearing children were combined, the following results were obtained. On the Ontario Test the mean I.Q. was 102.9. The mean for the Nebraska Test was 95.8. It is apparent that

FIGURE II

The Mean I.Q. and L.Q. At Each C.A. Interval For The 49 Hearing Children.



the mean I.Q. obtained from the Ontario Test, is over seven points higher than the mean L.Q. obtained from the Nebraska Test. The critical ratio for these two groups was 6.8 showing a significant difference between results obtained on the Ontario and Nebraska Tests on deaf and hearing children taken as a group.

Summary and Conclusions

The purpose of this study was to compare ratings from The Ontario School Ability Examination with those from The Nebraska Test of Learning Aptitude. An attempt was made (1) to compare the Ontario I.Q.'s with the Nebraska L.Q.'s when both tests were administered to a group of deaf children, and (2) to compare the Ontario I.Q.'s and Nebraska L.Q.'s with the Stanford-Binet I.Q.'s when all three tests were administered to a group of hearing children.

From an analysis of the data it appears that:

1. The Ontario School Ability Examination tested consistently higher than the Nebraska Test both when administered to deaf and when administered to hearing children. This difference was shown to exist between the means for both groups and also at the various age levels tested. The difference between the mean I.Q. and L.Q. was found to be of statistical significance.

2. When the Ontario, Binet, and Nebraska Tests were administered to a group of hearing children, it was found that the results obtained from the Ontario examination were closer to the results obtained from the Binet Test, than were those obtained from the Nebraska Test.

3. The results of this experiment should not be interpreted as a real measure of the validity of either the Nebraska or the Ontario tests, unless one considers the Binet test as the criterion upon which other tests must be based. A real measure of the validity of these two instruments will depend on a study of the correlation of either of these tests to the deaf child's ability to learn speech reading, language, speech, and school subjects. Until such an experiment has been conducted, we must evaluate the tests on another basis.

4. From a practicable point of view it would appear that the Ontario School Ability Examination is superior to the Nebraska Test if the Binet examination has any relation to learning ability. In additon, the Ontario Examination takes less time to administer, is simpler to handle and carry, is easy to score and administer, and costs consider-

ably less than does the Nebraska Test of Learning Aptitude.

Historical Report of the Parent-Teacher Association of the Kansas School for the Deaf

EDWARD W. REAY, M.A.

*Principal, Kansas School for the Deaf, Olathe, Kansas**

THE annual "Open House" activities of the Kansas School for the Deaf were held on March 25, 1948. Approximately 250 visitors, including 133 parents from 60 different towns throughout the state of Kansas, were pleased by the interesting and heart-warming program arranged for them by the officers of the Parent-Teacher Association and the teachers of the school.

The all-day program consisted of classroom demonstrations, an Easter program, luncheon, business meeting of the Association and a gymnasium exhibition presented by the girls of the school.

The work being done in the classrooms undoubtedly held the most attraction for the parents. They were anxious to see what progress their children had made. They requested teachers of the beginning classes to demonstrate every phase of their work. Most of the teachers remarked that seeing the satisfaction of their visitors and hearing their appreciative comments repaid them for the worry and work they had put into the day.

Representatives from the Aurex, Sonotone, and Acousticon hearing aid companies set up shop in the main hall of the school building to display their wares and talk to any parents interested in buying an aid for their child.

At 11 o'clock, in the chapel of the school, a sacred program, with an appropriate Easter-time theme, in which children of all ages took part was particularly well received by a capacity audience of visitors and townspeople. A special dress rehearsal performance had been witnessed

* Appointed Principal of the Washington State School for the Deaf, September 1, 1948.

by the pupils on the preceding day in anticipation of the over-flow crowd. Innumerable compliments were received on the excellent direction, the fine performances of the children and the realistic church-like backdrop which was painted by the art students of the school.

Luncheon was served to all of the visitors in the recreation hall at 12 o'clock.

At 2:30 P.M. Miss June Bishop, celebrated her twenty-fifth year as physical education director of the girls by presenting her Eighteenth Girls' Gym Exhibition. Every act, from the tap dancing of the older girls to the antics of the small fry, was thoroughly enjoyed. A large Olathe audience was treated to an evening repeat-performance of the Exhibition on April 2.

While the pupils were getting ready for their gym exhibition, the Twenty-sixth Annual Meeting of the Kansas School for the Deaf Parent-Teacher Association was held in the chapel. As usual, the meeting proved to be gratifying due to the constructive results obtained. Continued use of P. T. A. funds for games, additional Primary equipment, stamps, spending money for the indigent and other needs deemed worthy were approved.

The highlight of the meeting occurred after two teachers and Mr. Roth had explained the need of a modern sound projector. They also suggested the purchase of one as a very fine P. T. A. project. A mother immediately made a motion that steps be taken to raise enough money to buy a projector. After the motion had carried, another parent moved that a collection be taken at that time to start the ball rolling. A generous amount of $134.18 was obtained, which, when added to the day's Association dues and the savings fund proved to be enough to buy a $550 Bell and Howell movie projector.

Other portions of the meeting consisted of an address of welcome by President Mamie Norris, the report of the school's future plans by Supt. Stanley Roth, an account of the school program by Principal Edward Reay, the health report by the nurse and the financial report by the Treasurer.

Kansas parents are proud of the part they have played in their Parent-Teacher Association ever since it was born from a spontaneous desire of a group of parents in 1922 and also, because it has been equally as enthusiastically fostered by succeeding parents. That original group, led by banker E. A. Sellsmanberger of Pittsburgh, Kansas, approached Superintendent Elwood A. Stevenson, now Superintendent of the California School for the Deaf, Berkeley, Calif., with the idea and were pleased when he agreed that such an organization would be a fine way for parents of the same towns or areas to become acquainted in addition to placing themselves in a position to do something worthwhile for the school and for their children whenever the occasion arose.

Teachers were not admitted as members of the Association until 1924. It has always been their desire to have a parent serve as president with teachers carrying out the duties of secretary and treasurer of the Association. This continued as Association policy until four years ago when the Constitution was amended to allow parents and teachers to alternate in the office of president. Since then two teachers have served as president of the P. T. A.

Since that first official meeting on September 6, 1923, parent relations have been beneficial and satisfying. That need to have someone with whom to discuss a mutual problem was filled. Visits were exchanged. Help was many times extended and, as often, gratefully accepted and returned. Teachers have always encouraged such associations and even arranged them. Many times P. T. A. action followed suggestions made by the teachers or the school's administrators.

Services willingly performed for the school and the children have become legend. Association funds have been used for pupil cases of need and necessity, clothing, toys, games, playground equipment, scholarship prizes, spectacles, entertainment, stamps, Primary teaching aids, outfitting dormitory game rooms, and a loan fund for college students from Kansas. The first discussions concerning the placing of the school under the State Board

of Regents occurred in the 1930 and 1931 meetings. At the 1933 gathering the parents pledged to use their influence to obtain an appropriation for a new dormitory (completed in October of 1935) and to rectify a reduction of the teachers' salary appropriation which the Legislature had brought into effect that year. A committee of six parents was appointed at the 1934 meeting to be in Topeka, Kansas, to lobby for school needs when the State Legislature met. They also deplored the political termination of able superintendents and energetically petitioned incoming state administrations to retain them. Recently "classroom mothers" have performed thoughtful services for the classes in which they have children. Each year a different mother is asked by a teacher to serve as her class mother to arrange additional parties to be sure every child has a party on his birthday, or write letters to those children who do not regularly hear from home, or use other methods to show some child that he or she isn't forgotten or left out.

In return, the teachers, superintendent and principal have tried to reciprocate by arranging interesting programs to fill out the day and encourage full attendance at P.T.A. meetings. The first twenty-two meetings took place on the opening day of school. Outstanding speakers were obtained for banquets and picnics on these occasions. Some of the speakers were: Dr. Powrie Vaux Doctor of Gallaudet College; Mr. H. A. Jetmore, president of the Olathe Chamber of Commerce; Dr. C. W. Jones, school medical officer; the Hon. E. W. Francis, Attorney for the Board of Administration; the Hon. Ralph Rogers of the State Budget Department; the Hon. Maurice Hubbard, well known Olathe attorney and then member of the State Legislature; and many others.

A motion was passed at the 1943 session specifying that the annual P.T.A. meeting be held in the spring on a day preceding Easter and at a time when parents came for their children and also, when they could stay all day and see some of the work being done by their children. These days have become "open house" affairs with time

set aside after lunch for the regular P.T.A. business meeting.

During the business meeting of each of these latter four gatherings a different teacher each time has mentioned that the type of program or the date of the next meeting could always be arranged to suit the wishes of the parents. The teachers secretly entertained a hope that their visitors would take the suggestion to set a different time of year or ask for a program which would be easier on the energies and nerves of the teachers who have to make the demonstrations and put on the programs. These hints have always been politely ignored because the shows have been too good. They fill a void, give comfort, erase doubt and banish much of the uneasiness of parents unacquainted with the problems which their children present. In other words, they have given the mothers and fathers the kind of day they have always wanted. They see their children at work; they see results; they see them perform and it all gives them an opportunity to feel proud. It is their one day to be in school to ask questions and learn more about their children. The business meetings gave them the chance to help. Most of them welcome such a chance.

It isn't likely, either, that the "open house" idea will die out very soon. That is, not when parents drive over 400 miles from such towns as Colby, Norton, Liberal and Dodge City, or sit up all night on a slow train, or drive out of their way to pick up another parent who has no means of transportation, or do innumerable other things to be able to attend the meeting. Due to a snow storm, it took Burt Holeman of Norton fourteen hours to drive the 85 miles from Norton to Colby to deliver his daughter's playmate from the school to her home in Colby. This was typical of the comradeship existing between parents of the school.

Further evidence that the idea won't die out can be concluded after reading the following article clipped from the April 1 Louisburg *Herald*, which is owned and oper-

ated by Robert L. Reynolds, the father of 4th grade pupil Janet Reynolds:

OPEN HOUSE AND EASTER PROGRAM AT KSD

Thursday, March 25, was the 26th Annual Open House and Easter program for the parents of the pupils of the Kansas School for the Deaf.

It was a wonderful spring day and parents and friends gathered from far and near to visit classrooms and work shops. The entire school was shining inside and out, classrooms and shops were spic and span. At 11 o'clock all gathered in the auditorium for an Easter program. The pageant put on by the students and read over the public address system by a voice off-stage was a beautiful thing to see. Several favorite old-time hymns were interpreted by some of the advanced pupils with vocal accompaniment by Mrs. Roth. The signing of these hymns is a wonderful and inspiring sight. The beauty, expression and rhythm these interpreters give to these hymns is marvelous.

At lunch time we assembled in the recreation hall to partake of a delicious meal of ham sandwiches with home baked rolls, baked beans, brown and crusty (they don't bake them better anywhere), salad, ice cream, cup cakes and coffee. The crowd of better than 200 were handled very graciously and efficiently by a staff of teachers and supervisors.

At 2:30 o'clock everyone gathered at the gym to enjoy an exhibition put on by the girls' physical education department under the very able direction of Miss June Bishop. Ninety-six girls took part in this program which consisted of intricate drills, precision teamwork, perfect timing and rhythm.

Everyone went away saying thanks to teachers, supervisors and pupils for such an enjoyable day, and the children said "thank you" for a four-day Easter vacation.

Deafness In Young Children

IAN COX*

IN the diagnosis of most human ailments it is normal for the investigator to begin by hearing what the patient himself has to say about his disability. Young children, however, whose speech mechanisms have never properly developed intrinsically deny him this means of approach. Diagnosis has therefore to be made without aid of conversation.

Speech defects in young children may be due to motor abnormalities, mental deficiency or to the fact that the hearing of a child is too defective for it to have learned a language by normal processes of imitation. In the latter case the difficulty has always been to obtain an accurate assessment of the disability at the earliest possible moment, so that any special education - e. g. lip reading - may be arranged without delay.

Recently, however, two workers at the National Hospital for Nervous Diseases in London (Dr. C.S. Hallpike and Dr. M. R. Dix), demonstrated at the Acoustics Group of the Physical Society a most ingenious and extremely simple device which eliminates the disadvantages of existing test methods. This is now employed in a procedure which provides accurate measurements of hearing capacity in the course of a single attendance at a hospital, without recourse being had to speech at all.

The hearing capacity of a subject is conventionally shown on an audiogram—a chart that expresses graphically the extent to which he can hear the sounds of ordinary conversation — hearing loss, in decibels, being plotted against the range of frequencies necessary for the under-

* Commander Ian Cox--scientist, writer and broadcaster, carried out scientific exploration in the Arctic and spent five years in scientific research and teaching at Cambridge Unversity. He has published an interesting work on fossil animals of Arctic America Later he joined the BBC as a producer and was responsible for producing on the air the popular feature "Science Survey." During World War II he served in the British Navy.

standing of speech, the most important part of which is between one thousand and two thousand cycles per second. The speech sounds of normal conversation within this range at three feet are about sixty decibels above the normal threshold. If a subject has a forty decibel loss of hearing at these frequencies, the twenty decibel margin required for easy understanding is partially absent; with a loss of eighty decibels or more, he is of course entirely without serviceable hearing.

The method of Dr. Hallpike and Miss Dix for obtaining figures to complete the audiograms of the children is called the "Peep Show." It requires an instructor to direct the activities of the child, and a tester to observe it and to manipulate the apparatus. So far as the child is concerned, the apparatus is in fact a peep show—a simple box with a viewing hatch through which an entertaining picture can be seen when illuminated. On the front of the box, above the viewing hatch, is a small aperture through which an eight-volt electric bulb (the "signal lamp") can be seen. Above this, and unseen by the child, is a loudspeaker.

The tester's part of the apparatus consists basically of a pure tone generator and attenuator, together with a main transformer, by means of all of which he can originate synchronized impulses of sound (through the loudspeaker) and of light (through the signal lamp.)

The instructor's role is a vital one. She first wins the confidence of the child, and then leads it to a chair opposite the viewing hatch of the peep show, sitting herself on another chair beside it. She attracts the child's attention by pointing to the signal lamp and, as soon as this has been achieved, the tester turns on synchronized impulses of light and sound which are emitted by the lamp and loudspeaker. The frequency of the initial audible signal is 1024 cycles per second, about eighty decibels above the normal threshold.

Now, in front of the peep show is a large bell push which, if pressed while the signal is being given, illuminates the picture inside. It does not operate however when there is no signal. As soon, therefore, as the auditory and visual signal

starts, the instructor leans across in front of the child and very ostentatiously presses this bell push, whereupon the picture becomes visible to the child. When the child has had time to assimilate this, the tester discontinues the signal and the light inside the box automatically goes out and the picture disappears. The instructor then leans back and indicates to the child that the bell push no longer works.

The tester then repeats auditory and visual signal, the instructor pointing out the flashing bulb to the child and again making a great business of pressing the switch and illuminating the picture. This procedure is continued until the child itself learns that the only time when pressing the switch will cause the appearance of the picture is when the signal lamp is flashing. Soon it will probably not wait for the instructor to press the switch, but will do so itself as soon as it sees the signal. At this point auditory tests can begin.

The appropriate time to press the switch is associated in the child's mind with the two signals—auditory and visual—and it follows that when one of them is withdrawn, the other will continue to act. The visual signal then is withdrawn by the instructor covering it with a shutter, and the procedure begins again but with the auditory signal alone. In the case of a child with a hearing loss of less than eighty decibels, the response to signal will be unchanged and it will press the switch. The tester then proceeds to repeat the signal, but with rapidly decreasing intensities of sound until it is observed at which intensity the child fails to respond. The procedure is then gone through again for the five different frequencies lying between 2048 and 256 cycles per second.

The equipment is calibrated in decibels above the normal threshold, so readings for each frequency can be entered straight on to the audiogram in terms of decibels of hearing loss. The whole series of tests is over in a matter of ten to fifteen minutes, and then it will be clear at once in what respects the hearing of the child is impaired. As soon as diagnosis has been stated, the child is ready to be treated or specially educated, as recommended by a doctor.

Reviews of Publications

Encyclopedia of Vocational Guidance, edited by Oscar J. Kaplan, two volumes, Philosophical Library Inc., New York, New York, price $12.50.

Deaf, and Hard of Hearing, Charles Greham Bluett, Volume I, pp. 267-278.

A recent two volume publication classified as a reference source for professional counselors is published by the Philosophical Library, Incorporated, of New York City. Of interest to educators of the deaf is Volume I in which a section is devoted to a discussion of the deaf and of the hard of hearing. The article makes no clearly defined distinction between the terms, the deaf and the hard of hearing, and frequently the author confuses the two terms by using them interchangeably.

Of the organizations mentioned for the deaf and the hard of hearing which function to help socialize, orient, and adjust persons with this handicap to society no mention was made of the National Association of the Deaf and its numerous state organization affiliates or of the National Fraternal Society of the Deaf.

The author has also neglected to mention the one publication that has been the most concerned with the vocational guidance and vocational education of the deaf, the AMERICAN ANNALS OF THE DEAF, whose indexes provide material concerning studies made in this field for a period of over a hundred years. If mention of the AMERICAN ANNALS OF THE DEAF was omitted because of space and a desire for limiting the material discussed this reader feels certain that mention of it in the list of references after the article would certainly be an asset to any other inquiring reader.

Educators of the deaf, persons who could very well be potential users of such a publication as this, would certainly become aware of the neglect of recognition accorded the work of the public residential school for the deaf.

Credit for the establishment of vocational education, prevocational education and shop training in any school in this country is awarded these institutions and the very success of this venture led to the development of such programs in public schools for our normal children.

Deaf Children, Nebraska Test of Learning Aptitude for Young, Marshall S. Hiskey, Volume I, pp. 278-280

The test as described in this volume is certainly a step in the right direction. It was designed for the deaf and the hard of hearing child and all norms are based on results from testing only deaf and hard of hearing children. The author was cognizant of the need to provide a test with a non-language approach in order to bring out a more true picture of the ability of the child.

The editor, however, could have included in the volume a reference list to other tests that have been successfully used with the deaf which also provide comparative norms of the deaf, the hard of hearing, and normal children. Certainly the provision of such a list would provide, for the persons interested, a more general cross section of the problems with which a testing program would be confronted and provide a better foundation for judgment of the validity of tests.

Hearing, Measurement of, Kenneth S. Wood, Volume I, pp. 437-443

This article presents a brief description of methods used in the measurement of hearing or investigating hearing losses. The emphasis on the questionable value of each method indicated is as it should be. However, it is felt that the discussion of the pure tone audiometer and its use in testing hearing is written for persons who have had considerable experience with the use of the audiometer and not by persons remotely interested. Again in view of the editor's objective to provide an encyclopedia to professional counselors, whose knowledge of some of the specific related subjects might be limited, much space could have been saved by the omission of the technical data and more

emphasis placed on the audiometer's general use and application. The reference list could have been made to provide the inquirer with a list of technical material that has been prepared for the expressed purpose of instructing users of an audiometer.

Hearing Data, Use of, J. Donald Harris, Volume I, pp. 443-50

The lack of discrimination between the use of the words hard of hearing and the deaf in the article tends to confuse the reader. A further criticism that can justifiably be made is the assertion that the relative number of deaf who cannot be helped by a hearing aid is insignificantly small. Mr. Harris states:

"In counseling a person with deafened hearing it is not necessary to adopt a pessimistic or defeatist attitude. In the first place there is only a small fraction of individuals who are so deaf that no improvement can be effected by a properly fitted hearing aid."

This statement refers more specifically to the hard of hearing than the deaf.

Dr. Elwood A. Stevenson, Superintendent of the California School for the Deaf, in Florida, Wednesday, June 18th, 1947, at the 33rd Convention of the American Instructors of the Deaf, said:

"Through many years of testing and study some of us have found that only approximately 25% of all deaf children have sufficient sound perception to be usable."

From the tabular statements of the AMERICAN ANNALS OF THE DEAF recorded October 1, 1946 and published in the January, 1947 issue of the ANNALS, the following figures are presented to verify further Dr. Stevenson's statement.

Tabular Statement A., Public Residential Schools in the United States, pp. 10-11, states that of the 12,399 pupils in the 65 public residential schools for the deaf only 2713 pupils use hearing aids which amounts to 22.0% of the total.

Tabular Statement B., Public Day Schools in the United States, pp. 22-24, shows that of 4,295 students in atten-

dance, 1,621 use hearing aids which amounts to 38.6% of this group.

Tabular Statement C., Denominational and Private Schools in the United States, pp. 26, of the 1,142 students in attendance 299 use hearing aids which amounts to 25.5% of this group.

RALPH L. HOAG, M.A.,
Principal of the Vocational Department,
Central New York School for the Deaf

The Rehabilitation of Speech (Revised Edition) by Robert West, Professor of Speech Pathology, University of Wisconsin; Lou Kennedy, Associate Professor of Speech, Louisiana State University; Anna Carr, Clinical Adviser in Speech, State Teachers College, Milwaukee.

The Rehabilitation of Speech has been rewritten to include the results of research since the publication of the first edition. It is divided into three books; namely, The Pathology of Speech and the Rationale of Its Rehabilitation; Remedial Principles; and Case Histories.

Book I discusses the following: neurophysiological mechanism for speech; the abnormal vs the normal development of speech; psychogenic disorders; stuttering; dyslalias caused by mouth deformities and by deficiencies in hearing; rhinolalias caused by nasal obstruction; dysphonias; the neuropathologies of speech; speech defects of the feebleminded; disorders of speech perception; case study and diagnosis.

In the chapter on The Normal vs the Abnormal, many interesting points are brought out, especially so in the section on training vs retraining where the author says "one of the important differences between the speech-defective and the normal speaker lies in the educational technique to which each will efficiently respond when one is trying to teach them acceptable speech. This difference may be expressed by the phrase *education vs re-education.*"

The chapter on Disorders of Speech Perception is one of the most interesting as well as worth-while chapters in the book. It deals with acoustic recruitment; the advantages and disadvantages of lipreading; the advantages and disadvantages of acoustic amplification; the disadvantages of the bone-conduction receiver as compared with the air-conduction type, and vice-versa.

Book II, Remedial Principles, is written by Dr. Kennedy and Miss Carr with a chapter on Aphasia by Dr. Ollie L. Backus, Assistant Professor of Speech, University of Michigan. It serves as a guide for the clinician and the speech clinic with special emphasis on a rehabilitation program followed by general exercises for relaxation, for the mandible, for the lips, for the tongue, for the velum, for breathing, and for voice control. There is included in this book a chapter, Special Articulatory Defects, and another chapter, Remedial Procedures for Children, which give exercises for those using sound substitutions and for those with other kinds of speech defects.

The Appendices give instruction for the student who is learning the technique for examination of the physical organs of speech, and the determination of optimum pitch. It also presents tests of hearing and tests of articulation concluding with a glossary of terms used in the text.

This book is most worthwhile. It serves as an excellent guide for speech clinics, as well as for teachers of the deaf and hard of hearing ,and is heartily recommended.

The list price is $5.00. New York and London; Harper & Brothers.

Elizabeth Benson,
Speech and Speech Reading,
Gallaudet College,
Washington, D. C.

Even The Night, by Raymond Leslie Goldman. The MacMillan Co., 1947. 196pp. Price $2.50.

Not only was Raymond Goldman stricken by infantile paralysis at the age of four which left him crippled but

later became hard of hearing, incurred diabetes and adjusted himself to the death of his wife and the age-old problem of a Jew living in a Christian world. Today, at the age of fifty, he enjoys success as a magazine writer, advertising man and mystery novelist.

In his book, *Even the Night,* Raymond Goldman tries to confine most of what has happened to him, his struggles, how he found happiness and his search for a living philosophy, into one hundred and ninety-six pages. And there lies the chief weakness of the book. The writing style is too compact and leaves one with a feeling of abruptness, of something incomplete. In spite of this, however, there is depth and a stimulating glow about *Even the Night.* The writer is at his best when he attempts to get at the roots of his attitudes and behavior because out of this self-analysis comes tolerance and understanding and love. Mr. Goldman was not really deaf but hard-of-hearing (there is a world of difference here) and his reactions to this handicap are not as revealing as when he expresses his feelings in regard to the thin and worn muscles of his legs.

There is an honesty and frankness about *Even the Night* that will appeal to many readers, and for those who think themselves unfortunate or are suffering from some handicap, grief or disillusion, this book is highly recommended.

Lawrence Newman,
Gallaudet College, 1948

Books of High Interest and Low Vocabulary Level to Meet the Needs of Deaf Students in Grades Seven Through Twelve

LAURA LANGE CROSBY, B.S.*

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INTRODUCTION

THE following list, intended to be of value in the selection of books for libraries in schools for the deaf, represents an accumulation of material gathered during twenty-five years of teaching deaf students of high school age, the consequent search for material with interest level several years in advance of comprehension level, and considerable study in the field of reading. Though much care has been taken in compiling this bibliography, each book listed having been personally examined, the list is far from complete. However, should the books which are double starred, because of their popularity with students at the Wisconsin School for the Deaf, be made a nucleus for books of that type in libraries for deaf children, a contribution will have been made toward supplying such students with books that appeal to their interests and are at the same time within their range of comprehension. The books listed, of necessity, cover a wide range of reading difficulty but emphasis has been placed on books at the

* Laura Lange Crosby, a daughter of Paul Lange, Gallaudet '92, is the second of three generations to teach the deaf, her daughter Mrs. T. B. (Anita) Anderson, also having been so engaged after completing training at Central Institute for the Deaf, in '39. After World War I, having completed two years at the University of Wisconsin , Mrs. Crosby became cadet teacher at the Wisconsin School for the Deaf, where she has taught continuously since, with the exception of one year in the Florida School for the Deaf, and the year 1946-47 which she spent at the State University of Wisconsin, completing work on her Bachelor's degree in Education. Twenty years experience in the advanced department at the Wisconsin School for the Deaf under the able supervision of Mrs. D. H. Lowe, as well as numerous courses under such recognized authorities in reading as Dr. Robert C. Pooley, Dr. Bernice Leary, and Dr. Lois Nemec have been very helpful in preparing this list.

lower level, since the early establishment of a love of reading is of vital importance.

Perhaps the greatest stimulus toward the solution of the reading problem of congenitally deaf children has come from a recognition of the problems of reading retardation of those with normal hearing at the elementary, secondary, and even college level. Extensive research into the elements of difficulty in reading material and the grading of books by the American Library Association, the American Association for Adult Education, and by many educators as well as publishers has accomplished much in the past decade. As a result, the amount of material, both in the line of abridged and adapted classics and in original material, has been greatly augmented. Only as librarians and teachers of the deaf become informed as to the availability of such material, will students profit thereby.

First I have listed simplified and abridged classics which I consider of great value to deaf students, not only for recreational reading, but also for assignments of class work at various levels to meet individual differences in ability. There being some disagreement on the value of such adaptations, in support of my conviction I quote W. L. Uhl in his *Materials of Reading* in the *Thirty-sixth Yearbook of the National Society for the Study of Education* which is devoted to the teaching of reading:

" . . . . reference may properly be made to the rather widespread movement of offering easy reading materials for upper-grade and high-school pupils, both in and out of school. The effort to treat topics of interest to boys and girls in their teens in language that children of nine or ten could understand is a praise-worthy endeavor. Even if the objective is not attained, the author may find that he has written an excellent book for normal and even superior children in their teens. Everybody likes to read an easy book, especially if it deals with topics that are not trivial.

Yet the simplifying of a children's classic merely with reference to vocabulary and length of sentences is a procedure that many competent people refuse to approve. There is a sentimental indignation on the part of the 'literati' that probably need not be taken too seriously. To simplify the diction of a work of literature to a degree that permits it to be enjoyed by children of a degree of maturity—or rather immaturity—proper to appreciate its content seems eminently worth while.

A classic that will almost certainly be 'reached' by normal children in time to be appreciated probably ought not to be simplified, although it appears to be true that the reading of a simplified ver-

sion often stimulates good pupils to re-read the classic forthwith in its original version. If a classic that has content value for children is couched in language that few children of the age to appreciate the story can understand, then it ought to be simplified. Perhaps it was mistakenly written in the first place .A number of such books have survived in their original form largely because of an adult belief that they were children's books."

In like vein, the *Harvard Report* states:

"A background of great books should be the common possession of all. Students should be given the great works of literature cleared of unnecessary and unrewarding obstacles by reflective editing and abridgement."

Rudolf Flesch's criticism of simplified classics in *The Art of Plain Talk* is unfortunate in that he chose for analysis a mediocre adaptation of *Treasure Island* instead of the "classical" one in *Six Great Stories,* by Moderow, Sandrus, Noyes, and Mitchell. Naturally adaptations of classics, like any other form of writing, vary in quality.

In passing, it may be noted that the majority of the Newberry Prize books are too difficult for children of the age level for which they were written and are, therefore, unsuitable for the deaf. Unfortunately, these books are adult-indorsed instead of reading-audience-indorsed.

The list of simplified classics is followed by one of simple biographies, a form of writing very popular with deaf students since it represents to them something real and concrete and does not indicate a low level of comprehension. In every school there are also boys who seek all the animal stories available. For them a brief but well chosen list is offered. Books of interest mainly to boys or girls are listed separately. Headings of other groups will be self-explanatory.

Infallibility is not claimed for the following list, but an earnest attempt has been made to make it as reliable as possible. The main emphasis was on the selection of books with interest level several years in advance of vocabulary level. The books cover various fields of interest in all grades although an attempt was made to eliminate "baby" books. When possible, student indorsement was a criterion but in the selection of new books there was an attempt to eliminate dialect, highly idiomatic English, and excessive

conversation with frequent ellipses. Attractive format, colorful end papers, attractive illustrations which help to clarify the meaning, clear type, high quality paper, and well-spaced lines which help to conserve eyesight, and shortness of the book which hastens the feeling of successful accomplishment were given important place. The interest appeal of the title was considered. Anything in the makeup of the books which would connote disparaging grade level was avoided since a desire to maintain self-esteem prevents many an older deaf child from reading something he might otherwise enjoy.

The value of such a list as the following lies naturally in the vital importance of the comprehension of reading, which not only meets the needs of recreation, communication and acquisition of information by the deaf child, but also must, to a very large degree, be the avenue by which an enlarged vocabulary and an increased number of language patterns may be acquired. At the same time, Janus-like, the deaf child's natural language retardation precludes the use of any but the most simply written materials. The fact that progress will be made in proportion to the material available is a challenge to those responsible for the selection and furnishing of books.

The Wisconsin School is fortunate in having in its library the most complete group of books of this type it has been my privilege to find in a school for the deaf. There is, nevertheless, much still to be attained and every day brings eager inquiries for more books like *The Box Car Children, Six Great Stories, Lorna Doone* and other favorites.

Books already in circulation at the Wisconsin School are starred or double-starred according to popularity. Often books of very high value are not starred because they have not been tested by use. However, it is hoped that by the close of 1948 the majority of the books on this list will be in use.

SIMPLIFIED CLASSICS

**Moderow, Sandrus, Noyes, Mitchell, ad. *Six Great Stories.* Chicago; Scott, Foresman & Company, 1937. $1.50.
(Treasure Island, Legend of Sleepy Hollow, Rip Van Winkle,

As You Like It, Gareth and Lynette, The Golden Touch).
Easy reading that meets the pupil at the level of his own age interests. Very attractively illustrated in black and white; pictured end papers. Superior format. Very well told. A masterpiece of its kind and a boon to deaf readers.

**Jordan, Rachel; Berglund, A. O.; Washburne, Carleton, ad. *Lorna Doone.* Chicago; Scott, Foresman and Company, 1938. Same high type in all ways as *Six Great Stories.* Both large print.

**Zachert, Adeline B., ad. *Heidi.* Winston. $1.00.
The best edition of this matchless story available. Written simply to meet the needs of the age interest for which it was intended. (Level of fourth to seventh grade readers). Clear type. Nice format. Very well illustrated in color. Pictured end papers. Clear-type edition.

Forbush, William B. *Myths and Legends of Greece and Rome.* Winston, 1928. $1.00.
Clear-type edition.

Higgins, Violet M. *The Three Musketeers.* Winston. $1.00.
Adapted, but not to quite such a simple level. Suitable for readers in higher classes. Clear-type edition.

————. *Lamb's Tales from Shakespeare.* Winston. $1.00.
Available in nice format. Clear-type edition.

Thorndike, Edward L., ad. *The Thorndike Library.* D. Appleton-Century Co. $0.80.
First Series: Fourth Grade Ability
A Wonder Book: Hawthorne, 1935
Heidi: Johanna Spyri
Anderson's Fairy Tales, 1935
Black Beauty: Anna Sewell, 1935
Little Lame Prince. Miss Mulock, 1935
Water Babies: Charles Kingsley
Pinocchio: C. Collodi, 1935
Second Series: Fifth Grade Ability
The Arabian Nights: 1936
A Boy of the First Empire: Brooks
King of the Golden River and Edmondo de Amicis, 1936
Hans Brinker: Mary Mapes Dodge, 1936
Christmas Carol and The Little Duke (Dickens and Yonge), 1936
Robinson Crusoe: Defoe, 1936
Controlled vocabulary. Few illustrations. Rather unattractive format but value appreciated by sincere students.

Baldwin, James. *Don Quixote.* American Book, 1910.
"Written anew for young people." A nicely-illustrated, well-written adaptation.

Timm (abridged and modified). *Nicholas Nickelby, Tale of Two Cities.* D. C. Heath & Co.

Haight, M. N. *Adventures of the Deerslayer* (Cooper). American Book, 1907. $0.52. 144pp.

Haight, M. N. *Adventures of the Pathfinder.* (Cooper). American Book. 1909. $0.52.
Simplified and shortened version. Suitable for older classes.

Noyes, Ernest C. *Last of the Mohicans* (Cooper), Allyn, 1927. $1.00. 427pp. Abridged and edited version.

Hawley and Gordon. *Two Years Before the Mast.* (Dana). Scribner, 1924. $0.88. Abridged. Technical parts deleted.

Bates, Sylvia C. *Moby Dick.* (Melville). Scribner, 1928. Shortened and simplified.

Lee, Ettie. *Silas Marner.* (Eliot). Macmillan, 1928. $0.88

**Lee, Ettie. *Les Miserables* (Hugo). Liveright, 1932. $0.90. 95pp. Attractive format. Short sentences and paragraphs. Clear diction. Vocabulary simple.

West, Michael. *New Method Readers.* Longman's Green. $0.56 each. (Robinson Crusoe, Count of Monte Cristo, Mill on the Floss, Allan Quartermain, Ivanhoe, Quentin Durward, Silas Marner). Also numerous other titles. Format and illustrations very poor. Not recommended for young people.

Carlin and Christ, ad. *Globe Adaptations.* New York, Globe Book Co.
The Three Musketeers (Dumas), $1.60.
The Last of the Mohicans (Cooper), $1.60.
Quentin Durward (Scott), $1.60. 1947
Lorna Doone (Blackmore), $1.44.
Jane Eyre (Bronte), $1.60. 1946
Black Arrow (Stevenson), $1.60. 1947
Odyssey (Homer) $1.60. 1948

Holmes ,ad. *Globe Adaptations.* New York, Globe Book Co.
The Mill on the Floss (Eliot), $1.56. 1946
The Count of Monte Cristo (Dumas), $1.56. 1945
Silas Marner(Eliot), $1.32. 1942
Ivanhoe (Scott), $1.56. 1943
A Tale of Two Cities (Dickens), $1.48. 1941

Holmes and Doyle, ad. *Globe Adaptations.* New York, Globe Book Co.
Silas Marner (Eliot) and The Little Minister (Barrie), $1.56. 1942

Frisius and Cooper, ad. *Globe Adaptations.* New York, Globe Book Co.
Les Miserables (Hugo), $1.60. 1947

King, Ruth T. and Elsa Wolf. *Globe Adaptations,* New York, Globe Book Co.
A Connecticut Yankee in King Arthur's Court (Clemens) $1.60. 1948

Bescoter and Gehlmann, ad. *Globe Adaptations.* New York, Globe Book Co.
David Copperfield (Dickens), $1.60. 1945
The Globe Adaptations are recent publications. To be tried out at the Wisconsin School next year. Clearly and simply written. Well illustrated. Nice format.

Grover, Edwin Osgood, ad. *Never-Grow-Old Stories.* Lyons and Carnahan, 1925. Retold from Aesop's Fables. Simplified, very well told, well illustrated, clear type. Perhaps the most readable version of these fables available.

Purnell, Idella, ad. *Bambi* (Walt Disney). D. C. Heath & Co., 1944. Illustrated by Walt Disney Studios.

Kaltmeyer, Wm., ad. *Cases of Sherlock Holmes* (Doyle, Sir Arthur Conan) Webster Publishing Co.

BIOGRAPHY

**Monsell, Helen. *Childhood of Famous Americans Series.* Bobbs-Merrill. $1.50 each.
Dolly Madison: Quaker Girl, 1944. 182pp.
Tom Jefferson: A Boy in Colonial Days, 1939. 168pp.
Young Stonewall: Tom Jackson, 1942. 177pp.

Boy of Old Virginia: Robert E. Lee, 1937.

**Henry, Marguerite. *Childhood of Famous Americans Series.* Bobbs-Merrill. $1.50 each.
Robert Fulton: Boy Craftsman, 1945. 187pp.

**Higgins, Helen Boyd. *Childhood of Famous Americans Series.* Bobbs-Merrill. $1.50 each.
Stephen Foster: Boy Minstrel, 1944. 201pp.
Alec Hamilton: The Little Lion, 1942. 186pp.

**Stevenson, Augusta. *Childhood of Famous Americans Series.* Bobbs-Merrill. $1.50 each.
Abe Lincoln: Frontier Boy, 1932. 186pp.
Ben Franklin: Printer's Boy, 1941. 176pp.
George Washington: Boy Leader, 1942. 184pp.
Andy Jackson: Boy Soldier, 1942, 196pp.
Sam Houston: Boy Chieftan, 1944. 199pp.
George Carver: Boy Scientist, 1944, 201pp.
Kit Carson: Boy Trapper, 1945. 195pp.
Paul Revere: Boy of Old Boston, 1947.
Clara Barton: Girl Nurse, 1947.

**Mason, Miriam. *Childhood of Famous Americans Series. Bobbs-*Merrill. $1.50 each.
William Penn: Friendly Boy, 1942.
Mark Twain: Boy of Old Missouri, 1942. 164pp.
Young Audubon: Boy Naturalist, 1943. 198pp.

**Mitchell, Minnie Bell. *Childhood of Famous Americans Series.* Bobbs-Merrill. $1.50 each.
Hoosier Boy: James Whitcomb Riley, 1942. 179pp.

**Seymour, Flora Warren. *Childhood of Famous Americans Series.* Bobbs-Merrill. $1.50 each.
Pocahontas: Brave Girl (Plea for Tolerance)
Bird Girl: Sacagawea, 1945.

**Wagoner, Jean Brown. *Childhood of Famous Americans Series.* Bobbs-Merrill. $1.50 each.
Jane Adams: Litlte Lame Girl, 1944. 192pp.
Louisa Alcott: Girl of Old Boston, 1943. 185pp.
Entire series above very popular at the Wisconsin School. Limited vocabulary, very high interest, attractive black and white wood cuts, attractive format, good type and paper.

**Beals, Frank L. *The American Adventure Series.* Chicago, Wheeler Publishing Company.
Daniel Boone. 1941. 252pp.
Davy Crockett. 1941. 187pp.
Kit Carson. 1941. 252pp.
Buffalo Bill. 1943. 252pp.
Chief Black Hawk. 1943. 252pp.
The Rush for Gold.
Beaver Traps.
War Bonnets.
By assistant superintendent of Chicago Public Schools. Controlled vocabulary, attractive black and white illustrations, very interesting narration. Large print, good paper, study helps.

McPhee, Clare and McPhee, Marguerite. *Our Washington.* Lyons and Carnahan. 1932.
Well illustrated, clear type. Study helps. Simply told. Twelve stories of crucial moments in Washington's career.

Cohen, Rose. *The Men Who Gave Us Wings.* Macmillan. 1944.

(Aviation Readers). Simple but comprehensive history of aviation.

Forbes, Esther. *America's Paul Revere.* Houghton Mifflin, 1946. 46pp. $2.50.
Very well illustrated. Told in a simple yet interesting manner.

ANIMAL STORIES

*Christeson, H. M. and F. M. *Tony and His Pals.* Albert Whitman Company, 1938.
(With a chapter by Tom Mix). Many photographs of the horse, Tony.
Interesting.

*Hader, Berta and Elmer. *Cricket—The Story of a Circus Pony.* Macmillan, 1938.
Attractively illustrated; would interest anyone.

Follett, Lt. Dwight W., U.S.N.R. *Gunner and the Dumbo.* Wilcox and Follett, 1945. $1.00.
Very well illustrated, simple, attractive format and illustrated end papers.

Beatty, John Y. *Sharp Ears, The Baby Whale.* J. B. Lippincott.
Pictured end papers, very well illustrated, simply and clearly told, type clear.

Cobb, Irwin *Azam, the Story of an Arabian Colt and His Friends* Rand, McNally and Company, 1937. 79pp. $1.50.
A thin book, very good format, very well illustrated, eighty photographs. Simple.

**Tompkins, Jane. *The Beaver Twins, The Polar Bear Twins, The Raccoon Twins.* Fred A. Stokes Book Company, 1940. $1.44 each.
Simple English. Well illustrated, interesting.

Henry, Marguerite. *Justin Morgan Had a Horse.* Wilcox and Follett Company, 1945. $2.50.
Simple but interesting.

Hommedieu, Dorothy. *Skippy, the Skye Terrier. Robbie, The Brave Little Collie.* J. B. Lippincott Company, 1946. $2.00.

Robinson, W. W. and Irene. *Big Boy* (dog story). Macmillan. 1944. $1.50.

Morse, George F. *Wild Animals at Home.* Follett Picture Story.
Author, former director of Boston Zoological Park and Shedd Aquarium, writes in a simple clear manner. Well illustrated, authentic. Very good for boys interested in animals.

**James, Will. *Smoky, the Cow Horse.* Scribner, 1930.

*Downey, Fairfax. *Dog of War.* Dodd, 1943.

GIRLS' STORIES

**Zachart, Adeline B., ad. *Heidi.* Winston, 1924.
Winston Clear-type edition. Stands head and shoulders above all other editions. Abridged and simplified. Attractive format and colored illustrations. Large print. Pictured end papers.

**Tritten, Charles, trans. *Heidi Grows Up.* Grossett, 1938.

**Tritten, Charles, trans. *Heidi's Children.* Grossett, 1939.
Clear type, many black and white pictures, easy reading but very interesting for girls in their teens.

Wilder, Laura Ingalls. *Little House in the Big Woods. Little House on the Prairie. Farmer Boy. On the Banks of Plum Creek. By the Shores of of Silver Lake. The Long Winter. Little Town on the Prairie. These Happy Golden Years.* Harper & Bros., 1935.

Quite simple, nice format. Scenes laid in Wisconsin and middle west.

**Warner, Gertrude Chandler. *The Boxcar Children.* Scott, Foresman, 1942. Would there were many more like it. Very simple, clear, interesting. Attractive format, attractive black and white pictures. Illustrated map on end papers. Boys and girls in teens read it with interest. Gives many their first satisfaction at having completed a full length book.

Lane, Rose Wilder. *Let the Hurricane Roar.* Longmans, 1933. 152pp. $1.50. Love interest. Fiction about pioneer life. Quite simple. Good for older girls.

**Seaman, Augusta. *Bitsy Finds the Clue.* Doubleday. 1934. 271pp. $2.00.
"All of this author's books are highly recommended because the mysteries (never sensational) appeal and the plots are credible. Stories are simple and excellent, for use with girls who will not read unless interest is great." (Strang). Very good for deaf girls after an interest in reading has been established at a little lower level.

Gates, Doris. *Blue Willow.* Viking, 1940. 172 pp. $2.00
Junior high interest level. Story of the life of a transient family in the southwest centered about the friendship of two girls.

Rinehart, Mary Roberts. *Circular Staircase.* Grosset, 1940. 304pp. $0.50.
Recommended by Ruth Strang as being very popular. Will doubtless aeal to deaf girls in higher classes.

*Deeming, Dorothy. *Penny Marsh.* Dodd, Mead Company, 1946.

*Deeming, Dorothy. *Ginger Lee.* Dodd, Mead Company, 1945.

*Deeming, Dorothy. *Penny Marsh and Ginger Lee.* Dodd, Mead Company, 1946.

*Deeming, Dorothy. *Penny Marsh Finds Adventure.* Dodd, Mead Company, 1946.

*Boylston, H. D. Sue Barton, *Student Nurse.* Little Brown, 1936. 244 pp. $2.00.

Porter, Eleanor *Pollyanna.* Grosset and Dunlap. 1912.

Porter, Eleanor. *Pollyanna Grows Up.* Grosset and Dunlap, 1913.

Montgomery, L. M. and Page, L. C. *Kilmeny of the Orchard.* Boston. Love interest. Also of interest to deaf girls in that the heroine recovers her speech.

Montgomery, L. M. *Anne of Green Gables.* Boston, L. C. Page, 1936.

Montgomery, L. M. *Anne of Avonlea.* Boston, L C. Page, 1936.

*Hauck, Louise Platt. *Lance Falls in Love.* Grosset and Dunlap, 1941.

**Hill, Grace Livingston. *Daphne Deane.* Lippincott. 1938. $2.00.

**Hill, Grace Livingston. *Daphne Deane.* Grosset. 1939. $0.75.

**Hill, Grace Livingston. *Homing.* Grosset. 1940. $0.75.
All of this author's books are very popular with girls at the Wisconsin School. Love interest. Clean, wholesome plots. Stories are simple and thus promote reading interest.

BOYS' BOOKS

Peck, Franklin. *Automobiles from Start to Finish.* Thomas Y. Crowell Co., 1935.
Well illustrated, very interesting.

Beatty, John Y. *Story Pictures of Transportation.* Beckley Cardy Co., 1939.
Well illustrated.

Southworth and Kramer. *Great Cities of the U. S.* Iroquois Publishing Company.
Meets interest in American cities.

Coffman, Ramon. *The Child's Story of the Human Race.* E. M. Hale, Cadmus Books, 1924.
Well illustrated, simple, inclusive.

*Leeming, Joseph. *Fun with Paper.* Lippincott. 1939. 152pp. $2.25.

*Leeming, Joseph. *Fun with String.* Lippincott, 1940. 159 pp. $2.25.

*Leeming, Joseph. *Things Any Boy Can Make.* The Century Co., 1929.
Leeming's books have rather difficult explanations, but deaf boys, being keen observers, gain clear understanding from excellent illustrations.

Huber, Salisbury, Gates. *Planes for Bob and Andy. Macmillan* Co., 1943.
Grade three. Very clearly told and well illustrated. Vocabulary controlled.

Whipple, Gertrude. *Airplanes at Work.* Macmillan Co., 1944.
Grade four. Vocabulary of aviation introduced in simple and interesting manner.

Peet, Creighton. *Dude Ranch.* Albert Whitman & Co.

W. P. A. Pennsylvania Writers' Project. *The Story of Cement. The Story of Coal. The Story of Oil and Gas.* Albert Whitman Company. 1943. $0.50 (Also other titles)

McCloskey, Robert. *Homer Price.* 1945.
The adventures of a boy helping his father who ran a filling station and his mother who managed a tourist camp. Current interest and vocabulary. Boys like it.

Little, Amy Morris. *Nathan, Boy of Capernaum.* E. P. Dutton and Co., 1945.
Story of a boy who lived when Jesus did.

*Moderow, Gertrude, ad. *When Washington Danced.* (Clarence Stratton). Scott, Foresman, 1938. 335pp. $1.00.
Very attractive format. About a brave English lad who comes to America during the Revolution.

Bothwell, Jean. *The Boat Boy.* Harcourt Brace & Co., 1946.

*Pyle, Howard. *Men of Iron.* Harper, 1930.

*Du Chaillu, P. B. *Wild Life Under the Equator.* Harper.

*Du Chaillu, P. B. *Land of the Long Night.* Scribner.

*Grenfell, W. *Adrift on an Ice Pan.* Houghton.

*London, Jack. *The Call of the Wild.* Macmillan.

Sandburg, Carl. *Abe Lincoln Grows Up.* Harcourt Brace, 1926. 222pp. $2.50.

Calahan, Harold. *Back to Treasure Island.* Vanguard, 1935. 246pp. $2.50.
A continuation of the story of Jim Hawkins, Long John Silver, and Black Dog.

Otis, James. *Toby Tyler, Ten Weeks with the Circus.* Winston Clear-Type Edition

MISCELLANEOUS

**Orton, Helen F. *The Secret of the Rosewood Box.* Fred A. Stokes Co., 1937 Also: *Mystery at the Little Red Schoolhouse; Mystery at the Old Place.*

**Orton, Helen F. *Mystery of the Secret Drawer.* ($2.00); *Mystery of the Lost Letter; Mystery of the Lost Years* (1.50). Lippincott Pub. Co.

Seredy, Kate. *The Good Master. The Open Gate. The Singing Tree. A Tree for Peter.* Viking Press.
While not simple, these books are very high type and good for the very good reader in the elementary grades.

*Conservation Series. *My Land and Your Land.* National Wildlife Federation, Inc.
Distributed by Follett Pub. Co.
I. Would you have liked to have lived when ———? Grades 3, 4, 5.
II. Raindrops and Muddy Rivers. Grades 4, 5, 6.
III. Plants and Animals Live Together. Grades 5, 6, 7.
IV. Nature's Bank — the Soil. Grades 6, 7, 8.
Well illustrated, up-to-date, simple, very interesting.

*Nelson, Anna Clark. *Four and Twenty Famous Tales.*

*Mertz, H. A. *Forty Famous Stories.*

*Mertz, H. A. *Washington to Lindberg.*

*Williams and Madison. *Heroes of Health.*

*Keasby and Keasby. *Wonder Stories from Nature.*
Above group all published by Hall and McCreary Company.
Clear simple language; interesting short stories; good illustrations.
Self-test questions at back. Paper covered. Inexpensive. Nice for supplementary texts.

Dalgliesh, Alice, *America Begins.* Scribner. 1938. 78pp. $1.60.
A very brief history of the discovery and exploration of America made more interesting by many gay illustrations. Told in a very simple but interesting manner.

**Dalgliesh, Alice. *America Builds Homes.* Scribner, 1938. 77pp. $1.60. Stories of the early colonists and the homes they built in various colonies. Very well illustrated. High interest level.

*Disraeli, Robert. *Here Comes the Mail.* Little, Brown & Co., 1939.
Very well illustrated with photographs. Clear simple English. Every phase of Post Office Department covered.

Stevenson, Augusta. *Children's Classics in Dramatic Form.* Houghton Mifflin. Helpful to deaf children. Prepartion for reading conversation.

Carr, Mary Jane. *Children of the Covered Wagon.* 1934. Crowell. $2.00.
A very interesting story of the old Oregon Trail simply told and well illustrated.

Reely, Mary K and Randall, Ada. *Through Golden Windows.* E. M. Hale Co., 1934.
Brief biographies of poets and story tellers of America with excerpts from their writings. Quite simple. Very nice format and illustrations.

Hutchinson, Veronica. *Fireside Stories, Candlelight Stories.* Cadmus, 1927.
Famous stories simply told and well illustrated.

Webber, Irma. *Travellers All, How Plants Go Places.* William R. Scott, Inc. $1.25.

Donaldson, Ellen Miller. *Moons of Long Ago.* Bradley, 1922. 117pp. $1.00.
"A collection of 24 old Indian tales and legends. All are brief and very simply written. For those with immature reading interest and limited reading ability." Carol Hovious.

Enright, Elizabeth. *Kintu: Congo Adventure.* Farrar, 1935. 54 pp., $1.00.

"Kintu, son of an African chief, braves the jungle alone—to cure himself of his fear. Large print, colored pictures, short, easy text." Carol Hovious.

Folger, Doris and Nicol, Nina. *Rusty Pete of the Lazy A. B.* Macmillan, 1929. 106pp., $1.75.
A cowboy story highly recommended by Carol Hovious as having large type, striking pictures, and being easy to read.

Brindze, Ruth. *The Gulf Stream.* Vanguard (Junior Literary Guild), 1945. 63pp.
A book all ages will find very interesting. Very well illustrated. Not very simple.

Lang, Andrew. *The Blue Fairy Book.* Longmans, 1929. 475pp. $2.50. First published in 1889.

———. *Grimm's Fairy Tales.* (III to V). Winston. Clear-Type Popular Classics. $1.00.

Petersham, Maud and Miska. *Stories From the Old Testament.* Winston. $2.75.

Petersham, Maud and Miska. *Story Book of Earth's Treasures.* Winston. $2.00.

Petersham, Maud and Miska. *Story Book of Foods From the Field.* Winston. $2.00.

Petersham, Maud and Miska, *Story Book of Things to Use.* Winston. $2.00.

Petersham, Maud and Miska. *Story Book of Things We Wear.* Winston. $2.00.

Petersham, Maud and Miska. *Story Book of Wheels, Trains, Ships, Aircraft.* **Winston. $2.00.**
All the Petersham books are well illustrated. Quite simple. Informative.

Unitexts. 1. Way of Life Series (*Doctor Jad, Lonesome Road***, *Stone and Steel, Treasure Shelves*).
2. Basic Science Education Series (*Clouds, Rain and Snow, Seeds and Seed Travels, Stories Read from Rocks, Insects and Their Ways, Trees, Animal Travels* **, *Ask the Weatherman*).
3. Basic Social Education Series. (*New England Colonial Days***, *Ashkee of Sunshine Water***, *Fire Fighters, Story of Democracy, Daily Bread and other Foods, From Barter to Money, Buried Sunlight, Wonderful Wings, The Fight Against Germs, Soil, Water and Man*).
4. Freedom Series quite difficult. (*Right of Free Speech, Fair Trial*).
Very well illustrated. Excellent for supplementary work in social studies. Starred books popular for leisure reading at the Wisconsin School.

Leaf, Munro. *The Story of Ferdinand.* Viking, 1936. 81pp. $1.00.
Very humorous. Well illustrated. No age limits.

Varney, Alice Sumner. *Story Plays Old and New.* III. American Book Co., 1915. 172 pp.
Very simple. Provides variety in style of reading good for deaf child. Famous stories.

Huber, Salisbury and O'Donnell. *Wonder Story Books* (I Know a Story — Grade II; It Happened One Day — Grade III). Row Peterson & Co., 1938.

Drummond, Henry. *Monkey That Would Not Kill.* Dodd, 1925. 91 pp. $1.50
Humorous. Boys used to enjoy it a lot. Simple.

Chrystie, Francis. *Riddle Me This.* Oxford, 1940. 56pp. $0.50.

Recommended by Ruth Strang as enjoyable, at third grade level. "A little book of riddles that boys and girls enjoy reading to one another."

Hubbard. *Little American History Plays.* Benj. H. Sandborn & Co.
Easy reading. Experience in conversation which often makes reading difficult for the deaf.

Williston, T. P. *Japanese Fairy Tales.* Rand McNally & Co.

Van Stockum, Hilda. *The Mitchells.* Viking, 1945. 246 pp. $2.50.

HOW OTHER PEOPLE LIVE

Butterfield, Marguerite and Brown, Dorothy. *Little Wind.* (Life Among the Ojibways). Lyons & Carnahan, 1942.
Child interest level.

Butterfield, Marguerite and Brown, Dorothy. *Morning Star.* (Life Among the Pueblo Indians.) Lyons & Carnahan, 1943.
Slightly higher interest level.

Moran, George N. *Kwahu, the Hopi Indian Boy.* American Book Company.
Well illustrated, simply told, adolescent interest level.

Moon, Grace. *Singing Sands.* Doubleday Doran & Co., 1947.

Moon, Grace. *The White Indian.* Doubleday Doran & Co., 1937.
About a little white girl who goes to live among the Navajoes.

**Morcomb, Margaret. *Red Feather.* Lyons & Carnahan. 1938. 76c.

**Gifford, Jane and Payne, E. G. *Red Feather's Adventures.* Lyons and Carnahan, 1940. 76c.

**Payne, E. G. and Driggs, Howard. *Red Feather's Homecoming.* Lyons & Carnahan. 1940. 76c.
All three of above books have excellent format and type. Very well illustrated. American history introduced in such a way as to stir the imagination of the young. Clear simple English.

Sperry, Armstrong. *One Day with Jambi in Sumatra.* (60pp., 1934). *One Day with Manu on the South Sea Island of Bora Dora* (64pp., 1933). *One Day with Tuktu, an Eskimo Boy* (66pp., 1935).
Thin books, simple text. Available in the Cadmus Edition at $1.32. Winston, Colored pictures, $2.00.

Sperry, Armstrong. *Wagons Westward, the Old Santa Fe Trail.* Cadmus, 1936.

Sperry, Armstrong. *Call it Courage.* Macmillan, 1940.
Thin book, large type, well illustrated, simple, exciting text.

Vestal, Stanley. *Happy Hunting Grounds.* Lyons and Carnahan, 1938.
A very interesting story of Indian life, well told. Simple.

W.P.A. Project, South Dakota. *Legends of the Mighty Sioux.* Albert Whitman & Co., 1941.
Simple, interesting, nice format, well illustrated.

Lyback, Johanna, R. M. *Indian Legends.* Lyons and Carnahan, 1938.
Very well illustrated, very clear type, simply told. Legends grouped by sections of America in which they originated.

Fellows, Muriel. *The Land of Little Rain.* John C. Winston Co., 1936. 121p. $2.00.
Simple clear English. Good illustrations.

Ford, R. Clyde. *Red Man or White.* Lyons and Carnahan, 1938.
Eighth or ninth grades. Story of Indian life in the northwest. Of interest to children of Michigan and Wisconsin, as much of the plot is laid there.

Shackelford, J. D. *My Happy Days.* Associated Pub. Inc., 1944. $2.15. 121pp.

Life of a Negro boy. Photographs on alternate pages.

New World Neighbor Series. *Letters from Guatemala.* (*Delia Goetz*). *Kimbi, Indian of the Jungle.* (H. L. Williams), 47pp, 40c, 1941. *Around the Caribbean.* (Burglon Glazer, Phillips). *Exploring the Jungle.* (J. M. Waldeck). 56pp. 40c, 1941. *The Gaucho's Daughter.* (Pollock). *Riches of South America.* (V. W. Von Hagen). *Boys of the Andes.* (Desmond, Malkus, Wood). *Along the Inca Highway.* (Malkus) D. C. Heath, 1941.
Listed as third and fourth grade level but some are rather difficult. Well illustrated. Promote understanding of our South American neighbors. Attractive format. Illustrated maps for end papers. Thin books averaging 50 pages.

VERY EASY READING

Vocabulary level below third grade

Beauchamp, Crampton, Gray. *How Do We Know?* (Basic Studies in Science). Scott, Foresman & Co., 1945.
Book C. Reading very simple, but some new vocabulary will be acquired painlessly. Thought provoking; will lead to desire for further reading and study. Not merely child interest level.

Leaf, Munro. *Health Can Be Fun.* Fred A. Stokes Co. $1.35
Illustrations: stick men. Almost carry meaning without words. Like cartoons.

Baruch, Dorothy W. *Big Fellow. Big Fellow at Work.* Cadmus Books, E. M. Hale Co.
For boys interested in machinery.

**Pease, Josephine V. P. *Nimbo—The Story of an African Boy.* Albert Whitman & Co.
Well illustrated, good format, good plot.

Sadybeth and Anson Lourtz. *General George the Great. The Cruise of Mr. Christopher Columbus. The Pilgrims' Party.* Richard R. Smith, Inc., 1931.
Profusely illustrated; though perhaps not historically authentic, will take the place of comic books and be superior to them.

Salisbury and O'Donnell. *It Happened One Day.* 1938.
Trip through the United States in house trailer.

O'Donnell, Mabel. *Through the Green Gate.* 1939. 82c

O'Donnell, Mabel and Carey, Alice. *Friendly Village.* 1941. 85c.

Phillips, Mary and O'Donnell, Mabel. *Anything Can Happen.* 1940. 79c

Bianco, Margery and O'Donnell. *The Five-and-a-Half Club.* 1942. 89c
Well illustrated. Nice format.

————. *The Alice and Jerry Books.* Row Peterson.

Hanna, Paul R., Anderson, Genevieve, Gray, W.S. *Susan's Neighbors at Work* (Book II, occupations in city) 85c. *Centerville* (Social studies, Book III, life in a small town). 92c *Without Machinery.* (Book III). Scott, Foresman & Co., 1937. 92c
Very well illustrated, practical, nice format.

Yoakam, Veverka, Abney. *Making Storybook Friends* (I). *Stories We Like* (II). Laidlaw Bros., Inc., 1940.
For grades land 2, but unusually high interest. Not primer type.

Waddell, John, Nemec, Lois, Bush, Maybell. *Helpers.* Macmillan, 1940.
Attractive format and illustrations. Clear type. Describes a great variety of occupations in an interesting way.

Frasier, Dolman, Van Noy. *The How and Why Science Books.*

Winter Comes and Goes. 1938.
Through the Year. 1937.
Sunshine and Rain. 1937.
L. W. Singer Company.

Wyler, Rose.*The World is Round.* E. M. Hale & Co., 1937.
Also other picture scripts published by Hale.

Gray and Arbuthnot. *Streets and Roads. More Streets and Roads.* Scott, Foresman, 1941.

Baker and Baker. *Bobbs-Merrill Book I.* 1924-39.
Not a "baby book". Simple folk tales. Well illustrated.

Hader, Berta and Hader, Elmer. *Farmer in the Dell* (1931). *The Little Stone House* (1944). Macmillan Co.
Everyday life in the country.

Lathrop, Marian Cannon. *Twins at Our House.* Lee & Shepherd Co., 1945. $1.00.

Follett Picture Story Books.
Wheel, Sail and Wind (Stephenson).
How We Travel.
Boats. (Keith).
Airplanes.
Meat.
Bread.
Milk. (McIntire)
Coal. (Keith)
Food. (Harter & McIntire)
Homes of Long Ago (Bailey & Selover)
Trains (Follett).
Indians (Bailey).
The Tale of a Trailer (Wilson).
Homes of Today.
Follett Publishing Company, 1937.
Photographs; easy reading; authentic.

Bone, S., and Adshead, M. *The Little Boy and His House.* John C. Winston, 1937. $2.00.
Very simple but well illustrated and of considerable interest. 93c

Credle, Ellis. *Down, Down the Mountain.* Thomas Nelsons & Sons, 1934.
Child interest plot.

Bergman, Franz. *This Way to the Circus.* Junior Literary Guild, 1938.

Lent, Henry B. *Aviation Readers* (*Straght Up—I,* 87pp.; *Straight Down—II,* 96pp.). Macmillan Co., 1944. 72c each.
Well illustrated. Interesting.

Wright, Ethel and Rose, Richard. *Saturday Flight.* New York, Wm. R. Scott, Inc., 1946. $1.00.

Woodcock, Louise. *This Is the Way the Animals Walk.* New York, Wm. R. Scott, Inc., 1946. $1.00.

Green, Mary McBurney. *Everybody Eats.* New York, Wm. R. Scott, Inc., 1946, $1.00.

Webber, Irma. *Anywhere in the World.* New York, Wm. R. Scott Inc., 1946. $1.00.
(Scott books are tried out on children before publication).

Hawkins, Quail. *A Puppy for Keeps.* Holiday House, 1943. Unpaged. $1.00.

Bronson, Wilfred S. *Turtles.* Harcourt Brace, 1945. $1.75.
Colorful illustration. Much interesting information.

Friskey, Margaret. *Scuttlebutt Goes to War.* Wilcox & Follett, 1943. Unpaged. $1.00.

Dog story.

Friskey, Margaret. *Scuttlebutt and the Carrier Kitten.* Wilcox & Follett, 1943. Unpaged. $1.00.

Friskey, Margaret. *Sandy and the Indians.* Wilcox & Follett, 1944. 189pp. $1.00.

**Lindman, Marjory.

***Flicka, Ricka, Dicka and Their New Friend.* Unpaged. 1942. $1.00.

***Flicka, Ricka, and Dicka and New Dotted Dresses.* 1939.

***Flicka, Ricka, and Dicka and Girl Next Door.* 1939.

***Flicka, Ricka, Dicka and the Three Kittens.* 1941.

***Flicka, Ricka, Dicka and the Strawberries.* 1941.

***Flicka, Ricka, Dicka and a Little Dog.* 1946.

Albert Whitman Co.

Requested in the library by deaf ten-year-olds who go right through the series. Illustrated by the author.

*Dalgliesh, Alice. *Gulliver Joins the Army.* Scribner, 1942. 93pp.

**Lindmann, Marjory.

***Snipp, Snapp, Snurr and the Red Shoes.* 1935. Unpaged. $0.75.

***Snipp, Snapp, Snurr and the Gingerbread.* 1933. $0.75.

***Snipp, Snapp, Snurr and the Buttered Bread.* 1934. $0.75.

***Snipp, Snapp, Snurr and the Yellow Sled.* 1936. $1.00.

***Snipp, Snapp, Snurr and the Big Surprise.* 1937. $1.00 .

***Snipp, Snapp, Snurr and the Magic Horse.*

***Snipp , Snapp, Snurr and the Big Farm.* 1946. $1.25.

Albert Whitman Company.

As popular as the "Flicka, Dicka, Ricka" books among deaf children.

Piper, W. *The Little Engine that Could.*

Rey, Margaret. *Spotty.* Harper & Bros., $1.75.

Adventures of a bunny, showing the senselessness of prejudice.

Bromhall, Winifred. *Belinda's New Shoes.* New York, Alfred Knopf. 1945.

A story simply and clearly written and carrying a thread of interest throughout. A thin book.

Baskow, Elsa. *Pelle's New Suit.* Platt & Munk. $0.60.

**Anderson, C. W. *Billy and Blaze.* Unpaged.

***Blaze and the Gypsies.* $1.50.

***Blaze and the Forest Fire.* Macmillan, 1947.

Well illustrated, in black and white by the author. Short pages. Story of a boy and his horse. Nice format. Very simple. Interesting plot.

Easy Growth in Reading Series. *Enchanting Stories.* (Third Reader, level two). John C. Winston Series, 1940.

BOOKS OF GENERAL INTEREST FOR TODAY'S READERS

From a compilation of "simply written, informative, and readable books suitable for use in adult educational activities,"

Compiled by Doris Holt of the New York Public Library.

The following books I have found of interest to deaf students who have attained quite a proficiency in reading:

**Fox, John. *Little Shepherd of Kingdom Come.* Grosset. $1.00.

**Grey, Zane. *Riders of the Purple Sage* (and other Zane Grey stories). Grosset. $0.75.

The reading of Zane Grey books may well be encouraged and the reader later encouraged to include books by Will James, John Masefield, and Jack London.

Doyle, Arthur Conan. *Adventures of Sherlock Holmes.* Harper. $2.50.
Gale, Zona. *Miss Lulu Bett.* Appleton. $1.00.
Hough, Emerson. *Covered Wagon.* Appleton, Century. $1.00.
Lindbergh, Charles. *We.* Grosset, 1929. $0.75.
Eaton, Jeannette. *Young Lafayette.* Houghton, 1932. $2.50.
Snetteker, Caroline Dale. *The Spartan.* Doubleday. $1.75.
Fihe, Wallace, Schulz. *Books for Adult Beginners.* American Library Association, 1946.
Hilton, James. *Goodbye Mr. Chips.* Little, 1934. $1.25.
Alden, R. M. *Why the Chimes Rang.* Bobbs Merrill, 1909. $0.75.
*Aldrich, B. S. *Mother Mason.* Appleton, 1924. $2.00.
Other Aldrich books probably more suitable for young people in high schol.
***A Lantern in her Hand; A White Bird Flying* very popular among older girls.
London, Jack. *Call of the Wild.* 7.7. Grosset, 1938. $1.00.
Very popular with boys and girls.
Andrews, Roy Chapman. *Under a Lucky Star.*
Burgess, Percy. *Who Walks Alone.*
Glick, Carl.*Shake Hands with the Dragon.*
Holt, Rackham. *George Washington Carver.*
Pyle, Ernie. *Here is Your War.*

TEXTBOOKS OF INTEREST TO RETARDED READERS FOR LEISURE READING

Such texts as the following are very popular with the boys and girls at the Wisconsin School and content value is very high. These are suggested if not used as texts in the system.

Thiesen and Leonard. *Real Life Stories. Real Adventures. Tales of Courage.* Macmillan Company, 1930.
Rather difficult but very thrilling and interesting.
**————.*Discovering Our World* (I, II, III).
Science textbooks; many pictures; all in full color. Easy, clear English, clear type. Pictures entice one to read—they even teach.
Gates, Huber, Pearson, Salisbury. *Friends and Workers, On Longer Trails.* Macmillan and Company, 1945.
Gates and Ayer. *Let's Look Around.* Macmillan and Company, 1940-44.
Very simple, very well illustrated and interesting.
Anderson, Dean Charles J. *The World About Us* (III). *Nature's School* (IV). *Hand in Hand* (V). *The Land of Gold* (VI). Chicago, Laurel Book Co., 1935. (The Good Companion Readers). Varied selections to meet individual tastes and interests. Told simply and clearly and in an interesting way. Sparsely illustrated.
Huber, Salisbury, O'Donnell. *After the Sun Sets.* (III), Row Peterson, 1938.
Carey, A. E. and O'Donnell, Mabel. *If I Were Going.* (III). Row Peterson, 1941.
O'Donnell, Mabel. *Singing Wheels.* (IV) Row Peterson, 1942. $1.20.
Stagecoach days.
O'Donnell, Mabel. *Engine Whistles.* (V). Row Peterson, 1940. $1.20.
Transportation 1879, 1910, now.
Coatsworth and O'Donnell. *Runaway Home.* Row Peterson Co., $1.20.
Very good. Beautifully illustrated in colors, small black and

white illustrations for vocabulary help. Told in simple and very interesting way.

Frasier, Dolman, Shoemaker, VanNoy. *The How and Why Club.* L. W. Singer, 1939.
Very well illustrated in black and white.

Child Development Readers

Parker and Harris. *Exploring New Fields* (IV).

Hahn. *Tales and Travel* (V).

Parker and McKee. *Highways and Byways* (VI). Houghton Mifflin, 1938.
Rich in illustrations. Photographs, black and white and three tone illustrations. Splendid selection of interesting short stories and informational material clarified by excellent pictures.

Child Story Readers

Freeman, Storm and Johnson. *Wonder Stories* (III)

Freeman and Johnson. *Facts and Fun* (IV)

Freeman and Johnson. *World at Work* (V). Lyons & Carnahan, 1929-1942.

Exploring the World of Men

Kiner and Davis. *Man Learns to Use His World* (IV).
Living and Working Together (V).

Nash, Hayes, Barnes. *Follett Social Science Readers* (VI). Follett Publishing Co.
Nice format, clear type, black and white illustrations, graphs and explanatory outlines. Study helps. Pictured end papers.

Hethershaw, Lillian, Baker, Tunis. *Wonders to See, Science Trails, Making Discoveries.* 1942.
Science text books for intermediate grades. Simply told and well illustrated in color and black and white.

Beauchamp, Crampton, Gray. *Science Stories* (I). Scott, Foresman.

Gray and Arbuthnot. *Times and Places.*

Gray, Monroe, Arbuthnot. *Days and Deeds.*

Gray and Arbuthnot, *People and Progress.* Scott, Foresman & Co. 1942.
Very attractive, colored illustrations. Controlled vocabulary. Rich variety of short stories of high interest.

**Baker and Baker. *Bobbs-Merrill Readers,* Book II, III, IV. Bobbs, Merrill, 1939.
Simply told; very high interest level; famous stories, simply told.

Smith and Bayne, *Distant Doorways* (IV). (Adaptation of environment)).
Frontiers Old and New (V).
On the Long Road (VI). (World History). Silver Burdett Co., 1940.
Attractive format, large print, large colorful illustrations; pictured end papers, clearly told, very high interest level. Splendid foundation for interest in World History and Social Studies.

Easy Growth in Reading

Hildreth, Felton, Meighen, Pratt.
Today and Tomorrow (IV).
Looking Forward (V).
Moving Ahead (VI). John C. Winston, 1943-45.
Very well illustrated. Very interesting stories.

Yoakam, Veverka, Abney.
Stories We Like (II). 1940.

Children Everywhere (III). 1940.
On the Trail of Adventure (IV). 1941. Laidlaw.
Very rich in colored illustrations and choice of interesting stories.

Social Studies Texts

Rugg, Harold and Krueger, Louise. *The Rugg Social Science Series.* Ginn & Co., 1936. *The First Book of the Earth. Nature's Peoples* (II). *Communities of Men* (III). *Peoples and Countries* (IV). *The Building of America* (V).
Well illustrated, clear type, simply written.

Nida, Richard, Adams, Fay. *Men, the Nature Tamer.* (from Cave *Men to American Citizen*). Henry Holt & Co., 1941.

Hanna, Paul, Quillen, I. James, Potter, Gladys L. *Ten Communities.* (Social Studies). Scott, Foresman Co., 1940.
Very well illustrated and very interesting; delves into the history and present life in ten American cities typical of as many sections of our country. Closes with a challenge to the study of your own community. Very fine.

Sears, Quillen, Hanna. *This Useful World.* (Grades 5-7).
Making the Goods We Need. $1.60.
Marketing the Things We Use. $1.60.

Campbell, E. F. *Our World and How We Use It.* Scott, Foresman Co.
Photographs, drawings, charts, pictographs. Very fine.

Nash, Hayes, Barnes. *Exploring the World of Men.* Follett Pub. Co., 1935.
The races and tongues of man and his records. Very interesting and informative.

Waddell and Perry. *Long Ago.* Macmillan Co., 1933.
Life among the Indians, colonists and pioneers told in an interesting way. Self-test at close of chapters. Well illustrated in black and white.

Bruner and Smith. *Social Studies* (Intermediate Grades I).
Social Studies (Intermediate Grade II) Charles E. Merrill Co.
Splendid foundation for social studies course. Black and White illustrations of high quality.

McIntire and Hill. *Workers at Home and Away.* (III) $1.05. $1.40.

Meyer, Sorenson, McIntire. *Friends Near and Far.* (IV). $1.11. $1.48.

Meyer, Hamer. *The New World and Its Growth.* (V). $1.74. $2.16.

Meyer, Hamer, *Grissco. The Old World and Its Gifts.* (VI) $1.74. $2.16

Meyer, Gray, Hancock. *Our Southern Neighbors.* (VII). $1.60. Follett Publishing Co., 1946.
Excellently illustrated, told in simple, but interesting manner. Up-to-date. Comprehensive. Nice format.

McClure, Scheck, Wright. *The Middle Ages.* Laidlaw, 1937.

McClure, Scheck, Wright. *The Story of Ancient Times.* Laidlaw, 1937.

McClure, Scheck, Wright. *The Background of Modern Nations.* Laidlaw, 1939.
Interesting and comprehensive. Last—most difficult.

Southworth and Southworth. *The Story of Long Ago.* Iroquois, 1934.
The Middle Ages. Iroquois, 1934.
Simply told. Well illustrated. Comprehensive.

McGuire, Edna. *The Past Lives Again.* Macmillan, 1939-40.
America Then and Now. Macmillan, 1945.
Well illustrated. Quite simple. Interesting. Hasn't the textbookish look.

Melbo, Irving R. *Our America.* Bobbs-Merrill, 1937.
Very simple, clear, interesting, and well illustrated.

BOOKS LISTED BY THE NATIONAL CONFERENCE OF CHRISTIANS AND JEWS (Wisconsin Region)

as being good for intermediates (not otherwise included)

Eyre, Katherine Wigmore. *Star in the Willows.* Oxford U. Press, $2.00.
A friendly story of a California ranch and the friendship of two girls, one Mexican and one American.

deAngeli, Marguerite. *Bright April.* Doubleday & Co., Inc. $2.50
About an appealing and friendly young Negro girl.

Estes, Eleanor. *The Hundred Dresses.* Harcourt Brace & Co., $2.50.
Because Wanda's name and dresses were different, her classmates were unkind until they learned to understand and then it was too late.

Jackson, Jesse. *Call Me Charley.* Harper & Bros. $2.00.
The school life of a young boy in a neighborhood in which he is the only Negro child.

SUPPLEMENTARY READING SUGGESTED BY EXCERPTS IN BASIC TEXTS

Douglas, Robert Jr., Martin, David Jr., Oliver, Douglas. *Three Boy Scouts in Africa.* G. P. Putnam Sons, Pub.

Brown, Paul. *War Paint.* Charles Scribner's Sons.

Meadowcraft, Enid. *By Wagon and Flatboat.* Thomas Y. Crowell Co.

Peck, Leigh. *Pecos Bill and Lightning.* Houghton, 1940. 68pp.
One of the shorter and simpler books about this great cowboy.

Hall, Esther G. *Mario and the Chuna.* Random House.
A boy and his bird of the Argentine.

Tousey, Sanford. *Bob and the Railroad.* Doubleday Doran & Co., 1941.

Fyleman, Rose. *The Rainbow Cat.* Doubleday, Doran & Co.

North, Sterling. *Greased Lightning.* John Winston Co.

Ransome, Arthur. *Old Peter's Russian Tales.* Thomas Nelson & Sons.

Wheeler, Post. *Russian Wonder Tales.* Beechurst Press. 288pp. $3.50.

Malkus, Alida Sims.. *The Silver Llama.* Winston. $2.00.

Binfords, Ida Turney. *Bal Bunyan, the Work Giant.* 1941. 80pp. $2.00.
Shortest of the Paul Bunyan books.

Wood, L. N. *Raymond L. Ditmars.* Junior Literary Guild.
A book about the development of a boyhood interest in snakes and frogs into an interestng vocation. Nice format and illustrations. Interesting for older boys.

McSwigan, Marie. *Snow Treasure.* Dutton, 1942. 178pp. $2.00.
Story of how some Norwegian children saved some gold bullion for their country.

FOR FURTHER CHOICE OF BOOKS

Suggested bibliography of book lists for retarded readers

Strang, Ruth, et all. *Gateways to Readable Books*: An Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult.
H. W. Wilson Co., 1944.
Very good.

Hovious, Carol. *Suggestions for Teachers of Reading* (Grades VII to XII). D. C. Heath and Co., 1939.
Very good. Bibliography, pages 72-85.

Blair, Glenn Myers. *The One Hundred Books Most Enjoyed by Retarded Readers in Senior High Schools.* English Journal 30:42-7. January, 1941.

Durrell, Donald. *Improvement of Basic Reading Abilities.* World Book Co.
Page 112 and following: List for slow readers prepared by Helen Blair Sullivan.

Cunningham, Helen. "A Booklist for a Retarded Ninth-Grade Class". English Journal 25:659-667. October, 1936.

Hockett, J. A. "Reading List for Retarded Readers in Intermediate Grades." Elementary School Journal 36:26-34. September, 1935.

Staff of the Readers' Bureau of the Public Library of Cincinnati. *Books for Adult Beginners.* American Library Association, 1946. Fihe, Wallace and Schulz.

*Hoit, Doris, compiler. *Books of General interest for Today's Readers.* American Library Association and American Association for Adult Education in cooperation with the United States Office of Education, Department of the Interior, Washington, D. C., 1934.
"This compilation has been prepared to meet the demand for a list of simply written, informative and readable books suitable for use in connection with the current adult educational activities being conducted by the government and other agencies." (Lists "Little Women" as harder than Bess Streeter Aldrich's books).

BOOK LISTS FOR AVERAGE READERS

Becker, May Lamberton. *Reading Menus for Young People.* Scholastic Corp.
Chats about much-loved books, old and new. A very fine book to put in the hands of young people who have begun to love to read.

————. *Books for You.* (High school reading list arranged by themes and types). Prepared for the National Council of Teachers of English.

————. *Your Reading.* (A list for grades 7, 8, and 9). Prepared for the National Council of Teachers of English.

————. *Children's Catalog and Standard Catalog for high school Libraries.* H. W. Wilson Co., N. Y.
Service basis.

Audiometric Testing Methods and Classification of Original Hearing Acuity Response Curves

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Purpose

The purpose of this research was to illustrate various methods of securing from original audiometric response curves their coefficients from a physics point of reference and the respective uses these coefficients may be put to in categorizing the population within a school for hypacusics.

Materials and Equipment

A Western Electric Pure-Tone Audiometer which is an instrument for measuring objectively the acuity of hearing, and the Western Electric Audiogram which is a graphical record of a test of an individual's hearing acuity were used.

The frequencies (F) that represent the number of cycles per second for the tones that are tested are shown on the audiogram as well as the decibel (db) acuity at each tested frequency. A decibel may be defined as the amount by which the loudness of a tone must be increased

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or decreased before the listener can detect any change. Audiometers are calibrated with five decibel steps integrals.

Procedure

Through the courtesy of Miss Sadie I. Owens, principal, one hundred and thirty pupils in the Paul Biner School for the Deaf and Hard of Hearing in Milwaukee, Wisconsin, were given audiometric examinations by the writer. The orginal response curves were subjected to statistical manipulation for coefficients by the following methods. Three ways of classifying these coefficients were also made.

Methods I, III, and VI were designed by the writer.

The following response curve was used to help clarify the various formulae employed to secure hearing acuity coefficients.

SPECIMEN RESPONSE CURVE

F	128	256	512	1024	2048	4096	8192	9747	EAR
Db.	55	35	75	110	115	115	95	85	R
Db.	70	75	95	115	115	115	95	85	L

Method I

Right and Left Sensation Units

The rating for each ear was kept separately. The decibel loss at the eight pitches was totaled for each ear. The sum of the ratings for each ear was then divided by eight. The result of the division was the coefficient according to Method I.

METHOD I ILLUSTRATION

F.	128	256	512	1024	2048	4096	8192	9747	T	COEF.	EAR
Db.	55	55	75	110	115	115	95	85	70-⅝	88.1	R
Db.	70	75	95	115	115	115	95	85	76-⅝	95.6	L

The coefficient was 88.1 for the right ear and 95.6 for the left ear.

Method II

Western Electric Method, for Telephone Speech (5)

Since only one ear was used when telephoning, the rating for each ear was kept separately. The decibel losses at the pitches 512, 1024, and 2048 were totaled for each ear. The sum of the ratings for each ear was then multiplied by .266. This method may also be figured by multiplying the

average of the reading at 512, 1024, and 2048 by 8/10. Either way of figuring may be used since the results never vary more than a few points.

METHOD II ILLUSTRATION

F.	RIGHT	RIGHT	LEFT	LEFT
512	75	75	95	95
1024	110	110	115	115
2048	115	115	115	115
	3)300	300	3)325	325
	100		108	
	or			
	.8	.266	.8	.266
	80.0 loss	79.8 loss	86.4 loss	86.4 loss

The coefficient was 80.0 for the right ear and 86.4 for the left.

Method III

A table of percentages was made by the writer by converting decibel units into percentage units. The decibel range from the statistical zero decibel to the decibel intensity at the threshold of feeling at each of the eight pitches was considered a range of 100 per cent. The decibel units as found on the audiogram were converted into percentages. With the use of this table decibel units of hearing loss for both the right and left ears at each frequency on the response curves were converted into percentages of loss. The total percentages for each ear were divided by eight in order to get the average percentage of loss for each ear.

METHOD III ILLUSTRATION

RIGHT			LEFT	
F.	Db.	Per Cent	Db.	Per Cent
128	55	78	70	100
256	55	57	75	78
512	75	68	95	86
1024	100	96	115	100
2048	115	100	115	100
4096	115	100	115	100
8192	95	100	95	100
9747	85	100	85	100
		8)699=87.3		8)764=95.5
		R		L

The coefficient was 87.3 per cent for the right ear and 95.5 per cent for the left ear.

Method IV

Understanding Speech (4)

It is often assumed that an individual is biaural in his ability to hear. This means that the best acuity for each frequency ought to be used when reducing his hearing acuity to a single coefficient. This necessitated arranging the lower percentages of loss for the eight pitches together and the higher percentages of loss for the eight pitches together. The result of the arrangement for the lesser loss is referred to as the "good" ear. The result of the arrangement of the higher percentages is referred to as the "poor" ear.

The coefficient is referred to as a "central ear coefficient."

The hearing losses at the frequencies from 128 to 9747 were translated from decibel units into percentages of hearing loss by using the same table of percentages as was used for Method III. The percentages of the "good" ear were listed by taking the better rating for each of the frequencies. The "good" ear with some cases was the right ear, with others the left ear, and with some a composite of both ears.

Next the three frequencies 2048, 4096, and 8192 were doubled.

METHOD IV ILLUSTRATION
Original Curve

F.	Right Ear Db.	Per Cent	Left Ear Db.	Per Cent
128	55	78	70	100
256	55	57	75	78
512	75	68	95	86
1024	110	96	115	100
2048	115	100	115	100
4096	115	100	115	100
8192	95	100	95	100
9747	85	100	85	100

The eight ratings including the three doubled ones, for each ear were added and the sum was divided by eleven. This gave the average percentage loss for each ear.

The average percentage loss of the "good" ear was then multiplied by ten. The average percentage loss of the

"poor" ear was then added to this percentage and the sum was divided by eleven. The result was the coefficient as found by Method IV.

F.	Lower Losses Per Cent	Per Cent	Higher Losses Per Cent	Per Cent
128	78	78	100	100
256	57	57	78	78
512	68	68	86	86
1024	96	96	100	100
2048	100×2=	200	100×2=	200
4096	100	200	100	200
8192	100	200	100	200
9747	100	100	100	100
		11)999		11)1064
	"good" ear Coefficient	90.81	"poor" ear Coefficient	96.7
		× 10		
		908.1		
		+ 96.7		
		11)1004.8		
		91.3 "Central" Ear Coefficient		

Method V

For Perception of Vowels and Consonants (4)

In Method V only those frequencies were used that were of arbitrary significance in English speech, viz: 512, 1024, 2048, 4096, and 8192. The losses in decibel units

METHOD V ILLUSTRATION

F.	Good Ear Db.	Per Cent		Poor Ear Db.	Per Cent	
512	78	68	68	95	86	86
1024	110	96	68	115	100	100
2048	115	100	100	115	100	100
4096	115	100×2=200		115	100×2=200	
8192	95	100×4=400		95	100×4=400	
			9)864			9)886
"Good ear" Coefficient			96	"Poor" ear Coefficient		98.4
			×10			
			960			
			+ 98.4			
			11)1058.4			
			96.2 "Central" ear Coefficient			

were translated into percentages for each frequency. The percentages for the "good" ear were kept separate from

those of the "poor" ear. The percentage for the 8192 frequencies were multiplied by four and those of the 4096 frequencies were multiplied by two. The five percentages for the "good" ear were added. The sum was then divided by nine. The same was done for the "poor" ear. The ratings for both ears were then combined.

Method VI

In this method the decibel units as they were found on the curve were translated into percentages. The right and left ear were kept separately. The three frequencies, 2048, 4096, and 8192 were doubled because they are very weak in intensity. The sum of each ear was averaged by dividing by eleven. The average of the ear with the lower loss was multiplied by ten in order to show the influence of the ear with the "higher loss" upon the efficiency of the "central ear." To this product was added the average of the ear with the higher loss. The total was then divided by eleven.

METHOD VI ILLUSTRATION

F.	Right Ear Db.	Per Cent		Left Ear Db.	Per Cent	
128	55	78	78	70	100	100
256	55	57	57	75	78	78
512	75	68	68	95	86	86
1024	100	96	96	115	100	100
2048	115	100×2=200		115	100×2=200	
4096	115	100×2=200		115	100×2=200	
8192	95	100×2=200		95	100×2=200	
9747	85	100	100	85	100	100
		11)999				11)1064
	Lower Loss=	90.81		Higher Loss=		96.7
		× 10				
		908.1				
		+ 96.7				
		11)1004.8				
		91.3	"Central "ear Coefficient			

Method VII

For Hearing Necessary to the Learning of Speech (4)

In Method VII the influence of the "poor" ear was considered negligible, as was also the presence of perception for the frequencies below the speech range. Consequently

only percentages for the "better" ear at 128, 256, 512, 2048, and 8192 were calculated. These percentages were added; doubling those at 2048, 4096, and 8192. The final rating was obtained by dividing the sum by ten.

METHOD VII ILLUSTRATON

F.	Db.	Per Cent	
128	55	78	78
256	55	57	57
512	75	68	68
1024	110	96	96
2048	115	100×2=	200
4096	115	100×2=	200
8192	95	100×2=	200
			10)899
		"better" ear coefficient	89.9

Method VIII

For Hearing Necessary to Develop Artistic Speech (4)

The average percentage for all the frequencies with the percentages at 4096, 8192, and 9747 were doubled, and the "poor" ear ignored, was the procedure used here.

METHOD VIII ILLUSTRATON

	Better Ear			
F.	Db.		Per Cent	
128	55		78	78
256	55		57	57
512	75		68	68
1024	110		96	96
2048	115	=	100	100
4096	115	=	100×2=	200
8192	95	=	100×2=	200
9747	85	=	100×2=	200
				11)999
			"Better" ear Coefficient=	90.81

Classification I

Based on National Health Survey Studies (3)

Any method might be used to secure the coefficients for

classification. Here the coefficient of only the "better" ear as found in Method I was classified as follows:

1.	Normal hearing	0-4	db
2.	Partial deafness. Stage 1, unable to understand speech in a public place, such as a church or theatre, or in a conference between five or six people.	4-24	db
3.	Partial deafness. Stage 2, unable to understand speech from a speaker two or three feet away.	25-44	db
4.	Partial deafness. Stage 3, unable to understand speech from a telephone.	45-64	db
5.	Total deafness. Unable to understand speech under any conditions.	65- (and over)	db

The right ear in Case I was the "better" ear. Since the average loss was over sixty-five db the case was catagorized in Class 5.

Classification II

Based On Guilder and Hopkins Categories—Revised (2)

The individual's score was the sum of the percentage of hearing loss at each of the eight pitches for each ear as found by Method 3.

The score was then classified in a sub-division, as follows:

A.	Score for normal hearing	800-701
B.	Score for hard of hearing	700-426
C.	Score for partially deaf	425-226
D.	Score for profoundly deaf	225-0

The above classification was based on the amount of residual hearing. Since the other methods in this survey were all based on the amount of hearing loss this writer reversed the order of the above classification and the letters to read as follows:

1.	Score for normal hearing	0-99
2.	Score for hard of hearing	100-374
3.	Score for partially hearing	375-574
4.	Score for profoundly deaf	575-800

Since the score for the right ear in Case 1 was 699 and for the left ear was 764, the classification was Class 4 for both ears.

Classification III
Classification Based on High and Low Frequency Areas

This plan was suggested by Russell, L. C. Butsch, Ph.D. of Marquette University, Milwaukee, Wisconsin.

The decibel loss at each of the eight frequencies for both ears was used. The average of the decibel loss at frequencies 128, 256, 512, 1024, and 2048 was called Area A. The average of the decibel loss at frequencies 2048, 4096, 8192, and 9747 was called Area B. It will be noticed that frequency 2048 was weighted in both areas. This was done because so many speech sounds, particularly the vowel, which carry voice, cluster around this frequency. Both were kept separately.

The average losses in both areas and for both ears were then classified according to the Classification II with the addition of placing all average losses over eighty-five in a category called Class Six.

CLASSIFICATION III ILLUSTRATION

Area	F	Db. R		Db. L
(A)	128	55		70
	256	55		75
	512	75		95
	1024	110		115
	2048	115		115
		5)410		5)470
	Class 5=	82	Class 6=	94
(B)	2048	115		115
	4096	115		115
	8192	95		95
	9747	85		85
		4)410		4)410
	Class 6=	102	Class 6	102=

In Case 1, the right ear would be classified in Class 5 in Area A, and in Class 6 in Area B. The left ear was in Class 6 in both Area A and B.

Findings

Two sets of tabulated data can be used to summarize in a precise manner the findings of the survey. One is a tabulation of the coefficients of the individual response curve that was used to demonstrate the use of each of the methods

and classifications. The other is a tabulation of the range of distribution of the coefficients and their means of one hundred and thirty cases in the survey for each method and classification. Both tabulations are self explanatory.

TABULATION OF COEFFICIENTS

Case 1

Method	Ear	Coeff.	Ear	Coeff.
1	Right	88.1	Left	95.6
2	Right	80.0	Left	86.4
3	Right	87.3	Left	95.5
4	Central	91.3		
5	Central	96.2		
6	Central	91.3		
7	"Better"	89.9		
8	"Better"	90.8		

TABULATION OF CLASSIFICATIONS

Case 1

Classification	Class	
1	5	for "better" ear.
2	4	for both ears.
3	5	for right ear in Area A.
	6	for left ear in Area A.
	6	for both ears in Area B.

RANGE OF COEFFICIENTS—130 CASES

Method	Right	Left
I	18 db—100 db	12 db—100 db
II	10 db— 95 db	10 db— 95 db
III	15%—100%	15%—100%
IV	15%— 95%	"Central" ear
V	10%—100%	"Central" ear
VI	10%— 95%	"Central" ear
VII	10%— 95%	"Better" ear
VIII	10%— 95%	"Better" ear

RANGE OF CLASSIFICATION

CLASSIFICATION I	Class Range 2 to 5
CLASSIFICATION II	Class Range 2 to 4
CLASSIFICATION III	A Class Range 2 to 6
	B Class Range 2 to 6

CLASSIFICATION MEANS—130 CASES

Method	I		II		III		IV	V	VI	VII	VIII
Ear	R	L	R	L	R	L					
Mean	63.6	63.1	54.75	54.75	63.9	64.2	59.46	60.96	60.58	57.58	58.27

MEANS OF CLASSIFICATION—130 CASES

Classification	I	II		III			
Ear	"Better"	R	L	R. B	L. B	R. A	L. A
Coeff. Mean	58.93	509.6	512.7	70.35	71.15	61.08	60.46
Class Mean	4.5	3.9	3.9			5.4	5.4

Means

The means of the coefficients for the Central ear methods were always higher than the means for the "better" ears. There was a consistancy of agreement between the individual case and the total cases. This showed that statistically the "poor" ear was influencing the efficiency of the "central" ear.

The mean for the "better" ears was larger when all the sound frequencies were included in the calculation. This was not consistent with the individual cases.

Frequency Distribution

A frequency distribution of the coefficients in this survey would distort the facts regarding the hearing acuity status of these 260 ears since there were no identical response curves. However, coefficients determined from these curves were identical. A frequency distribution of these identical coefficients placed dissimilar curves in similar categorical references.

Ranking

There was no consistency in the position in rank which the coefficients of the audiometric curve would hold when a high to low ranking was made of them. The following table, presenting a few cases chosen at random, illustrates the point.

RANKING COEFFICIENTS

Case	Method				
	IV	V	VI	VII	VIII
3	2	5	4	1	3
25	3	1	5	2	4
85	2	3	5	1	4
125	2	1	4	2	3

Rank

The only justifiable conclusion in regard to ranking that could be made from the coefficients of these 130 cases is

that the coefficient as found by Method V would, more often than any, rank as the highest coefficients since it occurred seventy-seven times in 130 cases. Even at that, the coefficients as found by Method VI were highest in fifty-five cases. This was largely due to the weighting that was done in Method V and VI. Only rarely was there identical order of ranking of the coefficients.

Weighting

The coefficients as found in Methods V and VI show that weighting can be too heavy and probably was in the methods in which it was used.

Comparison of the Methods

Method I, II and III:

1. Method I, II and III showed the degree of hearing loss for the right ears and the left ears; whether an individual's hearing acuity was the same for both of his ears or not; the degree of difference between the two ears.
2. The "better" ear was the "better" ear by either coefficient in Method I and III.
3. The coefficients of Method I and Method III varied in points from .3 to 4.5 for the right ears. For the left ears they varied in points from .0 to 5.8
4. The ear with the greater amount of residual hearing as calculated by Method II was not always the same ear as that found by Method I and III.
5. The coefficients by Method I and III were larger than the coefficients by Method II except for four ears with convex curves. The coefficients in Method I and III varied from 3.2 to 23.1 points in the left ears.

Conclusion

Method I, II, III:

1. Where it is thought to be good practice to service with a hearing aid only the ear with the greater amount of residual hearing and where the choice of this ear was

determined by a coefficient, the choice of the ears would vary in fifteen cases in this survey between coefficients obtained by Method I and II and Method III.

2. Of the three methods which treat the right and left ears separately Method II showed the acuity poorly as indicated by the original response curve. For determining the coefficient of hearing loss, either Method I or III might better be used. Since the variations in points between the coefficients are so slight there is no advantage in converting the decibel units into percentages. Therefore, of the first three methods, Method I should be used.

Comparison of Methods IV, V, VI, VII, and VIII

Method V:

Since this method was the only one in which frequency 8192 was quadrupled, no comparison with others was made.

Method VI and VIII:

The difference between these methods was in the adding of the "poor" ear to the "good" ear in Method VI. The coefficients in Method VI were always higher than the coefficients of Method VIII. The difference in range was from .0 to 8.1 points. Thus weighing in the "poor" ear with the "good" ear does effect the coefficient of the "central" ear, but not to any statistically significant degree.

One could not, however, conclude from this, that to hear with only one ear was just as utilitarian as having hearing acuity in both ears. Nor that the utility of the hearing was less in the "good" ear because the loss of the "central ear" was greater.

Method IV and VI:

When all the low losses were used to constitute the "good" ear, as was done in Method IV, the coefficient was smaller than when no such rearrangement was made as

in Method VI. In those cases in which rearrangement was possible the range of coefficient variation was from .1 to 5.0 points less than when it was not.

Method VII and VIII:

The difference between these methods was that in Method VIII the top frequencies were included which caused the coefficients in this method to be higher than in Method VII. The range of increase was from .1 to 2.6 points which made the inclusion of the top frequency almost negligible from a statistical point of view. To conclude from this that the top frequency were not essential for hearing would be a false one.

Conclusions

1. An acuity coefficient of a response curve is not descriptive. The coefficient does not indicate the type of curve. It will give no insight as to where within the whole range of hearing the loss of hearing is. It could not be used for diagnosis or therapy.

2. An acuity coefficient of a responsive curve is not constant. It varies with the method used to calculate it. In many situations an arbitrary acuity coefficient has been chosen as the basis for adjudicating pupils into special schools. This is also a procedure which is often followed in adjusting compensations for industrial or war service acoustic accidents. In justice to an individual could arise by using a coefficient which would fail to indicate the maximum loss, especially, when it neared an arbitrary figure of acceptance.

The findings of a piece of research based on coefficients calculated by one method could not be used as a basis for further comparative analysis with data which included coefficients derived at by a dissimilar method.

3. A variety of types of response curves can be reduced to the same coefficient by the use of the same method. Hence an accoustical methodology based on coefficients could induce an educational impasse since in reality it

might be adequate only for one type of response curve.

4. The research showed that the means of the coefficients varied with the method that was used to calculate them. Therefore, when using the coefficients for the purposes of making a distribution of the hearing acuity of an hypacusic population, the means of the coefficients would represent a variety of meanings in terms of hearing loss.

5. Weighting distorts the interpretation of the acuity response curve.

Finally

The interpretation of the data in this research was based on the cases in the survey. It must be remembered that these constituted a segregated group. How these findings would compare with and influence the conclusions when compared with the total population of hypacusics will have to wait upon the obtaining of further data.

If, for statistical handling of individuals in groups, it is necessary to deal with single acuity coefficients, those obtained by Method I more closely interpret the actual audiometric curve than any of the other methods used in this research.

When reporting hearing acuity in terms of coefficients, let the method for determining them be stated. Not to do so would lead to confusion particularly when coefficients formed the basis for making further comparative analysis with such data.

Which classification method one would choose would depend on the width of the category that was desired.

For purposes of individual analysis and clinical diagnosis this research substantiates Dr. Bunch's (1) conclusion that the original curve is always best. Each statistical manipulation of the audiometric curve removes the interpretation one step further away from the patient.

Great care should be exercised in outlining a methods program for any acoustically handicapped group on the basis of the hearing coefficients since the success of the educational program may depend entirely upon the

success of meeting the needs of the individual acuity curve which the coefficient blurs.

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A Review of the Little Paper Family for 1947-1948

JALVA VALE, M.A., *

INTRODUCTION

In reviewing the publications of the schools for the deaf in the United States and in Canada, an attempt has been made to present as complete an overall picture of the opinions of the American educators of the deaf as was available from these sources. To that end, a wide variety of subjects has been included, some of which have been discussed repeatedly but are still issues of importance in the education of the deaf, other articles included merely indicate ideas which may develop into future trends of thinking in this field. Further, since the yearly review of the "Little Paper Family" in the ANNALS is the sole source of indexed material from the school papers, it is considered inadvisable to reprint only excerpts of articles and editorials. Too many times a partial quotation omits data essential to the person engaged in research.

ADMINISTRATION

The proper placement of deaf or hard-of-hearing pupils in schools, as well as in specific classes, continues to be a major problem for those charged with this responsibility. The degree of hearing impairment cannot be used as a single measuring stick for placement; it is only one of many factors to be considered if the child is to become properly adjusted in school. The classifications suggested by the Committee on the Conservation of Hearing are given by Miss Minnie V. Seals in *The Silent Observer* for December 1947.

Because of the personal nature of each hearing problem, it is difficult to say what degree of impairment warrants a particular placement in school. Most educators have agreed upon certain classifications of handicapped children according to the severity of hearing loss even though individual differences may interfere.

* A thesis submitted to the Faculty of Gallaudet College in partial fulfillment of the requirements for the degree of Master of Arts.

Possibilities for the educational adjustment of the hard of hearing are:

1. Adjustment in regular classroom
2. Adjustment in regular classroom with the addition of lip reading instructions
3. Adjustment in regular classroom with the addition of lip reading plus speech and hearing training
4. Attendance at the Tennessee School for the Deaf at Knoxville.

The Committee on the Conservation of Hearing has made the following suggestions as to classification and placement of the hard of hearing:

I. Those whose losses are less than approximately 25 decibels in the better ear and for frequencies 512, 1024, and 1048—children who are in this group should be able to remain in the regular classroom provided some adjustment is made for them.

II. Those with permanent or progressive losses of approximately 25 decibels in the better ear and for frequencies 512, 1024, and 2048 or an average of 25 decibels for these frequencies. A child in this classification will make satisfactory progress in the ordinary school room with some adjustments plus some instruction in lip reading.

III. All those with permanent or progressive hearing losses of approximately 35 decibels in the better ear for frequencies 512, 1024, and 2048 or an average loss of 35 decibels. With favorable adjustments in classroom, lip reading, speech and hearing training, this type of handicapped children should make progress in the regular school.

IV. Children whose hearing is so defective that they fail to make normal educational progress with the help of lip reading, speech and hearing training and other necessary assistance should have special school placement as Tennessee School for Deaf at Knoxville.

Other Factors to Consider in School Placement

We must remember that the severity of hearing loss cannot be the sole judge for school placement of a child.

In deciding school placement the following factors should be considered, according to Heck, "Education of the Exceptional Child:"

1. Test for acuity
   A child having usable residual hearing should be able to stay in regular school while a child who has no usable hearing should be placed in special class or school.
2. Degree of impairment
   A child whose average hearing loss for the speech range is less than 25 decibels should make satisfactory progress in regular school.
   If medical examinations show that a child's hearing cannot be improved so that he can continue in the regular classroom, it is then wise to remove him from his school to the Tennessee School for Deaf or other school.
3. Medical Examinations
   If medical examinations show that a child's hearing cannot be improved so that he can continue in the regular classroom, it is then wise to remove him from his school to the Tennessee School for the Deaf or other school.

4. Age of onset
   A child who began to talk and read before his hearing was impaired will have a much better chance of succeeding in regular classroom work than one whose loss was present before speech developed. This is a very important factor to consider in the school placement of a child.
5. School conditions
   Before placement the teacher and school environment must be considered. Some teachers may be able to take care of individual problems of the child with loss of hearing while others may not be able to do so. With a capable teacher and a favorable school situation the acoustically handicapped may continue in school with normal children.
6. Home Conditions
   Favorable home environment and understanding parents may enable a child to remain in the regular classroom.
7. Intelligence of child
   Impaired hearing does not make it impossible to learn but makes learning more difficult. A child with a higher intelligence can make progress in a normal school situation while a slower child with the same hearing loss may have to attend a special school.
8. Other defects
   A child with more than one defect is more apt to fail to progress in a regular classroom than one having only a hearing loss.
9. Achievements
   Before a child is transferred from the regular classroom to a special classroom or school, standard achievement test should be given to evaluate his success on the ordinary school situation.
10. Availability of other helps
    Fitting a hearing aid, special help in lip reading and speech training and hearing training, or attending a summer clinic may enable the child with a hearing loss to remain in the regular classroom.

When entering a child in the Tennessee School for Deaf, it is very important that the whole child be considered in terms of the home and school environment and not on the basis of hearing acuity alone.

Adventitious Deafness

The cause of decreasing enrollment at the Minnesota School and other schools for the deaf throughout the country is explained by Dr. C. M. Robilliard, Minnesota School physician since 1932. The following excerpt from an article in *The Companion* for February 15, 1948, entitled "The Minnesota School for the Deaf," was condensed from a more lengthy paper that Dr. Robilliard read to members of the Rice County Medical Association and the South Minnesota Medical Association.

Statistics

Let us now consider the statistics of deafness of the pupils enrolled in this institution. The records we use are those of only the

new pupils as they were admitted each year and we confine the survey to twenty-one consecutive years, from 1926 to 1947, inclusive. We selected this period because these records are more available in complete form and are sufficiently extensive to show the trends.

Are the recent immunization campaigns and the use of the sulfanamides decreasing the incidence of deafness? If so, to what proportion? That deafness is decreasing is shown to be true by the diminishing annual school enrollment. Since 1942 the population has declined steadily from 313 pupils to a present population of 240 pupils.

The elimination of deafness as a complication of scarlet fever, which is now cured in two days by the sulfanamides, and the elimination of much of the deafness from meningitis and the upper respiratory infections might cause quite a change in the amount of total deafness.

The most frequent cause of deafness as shown by the records of the 851 pupils admitted during the past 22 years is congenital deafness or birth deafness. There were 282 children born deaf. This is 32.4%, or almost one third of the whole group. In fact, there probably is more than one third of the total group born deaf because in the next cause of deafness "later brain injuries" we find 28 cases, and the parents gave the expression "a fall" in the next 21 instances. For instance, a six-month-old child was thought to have become deaf by a fall from a high chair. We feel that a late discovery of deafness in the child was attributed to the fall and that the real cause may have been a congenital cause. Another reason for believing that one third or more of the total group suffered birth deafness is the fact that there are 179 cases in which the cause of deafness was totally unknown. Not only were the parents ignorant of the cause of deafness in their child, but also of the age of onset of deafness. Subsequent investigation by the school authorities failed to produce additional information. These 179 cases of unknown cause of deafness comprise one fifth of all the children admitted in the 22 years.

It is much easier for congenital deafness to continue to exist undiscovered than a deafness with a sudden onset in later life. Many of these cases must have originated at birth. Besides the cases "unknown" causes, this group includes such claimed causes as convulsions, cramps, eczema, croup, foreign body in ear, fright, nervous fever, blood poisoning, paralysis of nerve, rickets, struck by lightning, sunstroke, and teething.

We find 131 cases of deafness attributed to upper respiratory infections. In this group are collected the following causes given by the parents: pneumonia, flu, running ears, mastoid operations, brain abscess, tonsilitis, etc., 15% of the total.

Here again a departure from the actual facts must be admitted as probable. Suppurative otitis media complicating an undiscovered scarlet fever has probably been erroneously listed in this group. But the cause "runnnig ear" was not given frequently enough to cause much change in the percentage.

Do not these facts suggest that negligence of juvenile health still exists in Minnesota?

Now we come to a group of causes of deafness which for the most part are more reliable in classification. The remaining groups of causes amount to a little less than one third of the total causes of deafness and consist largely of the contagious diseases. These are more reliably classified. Most parents learn the identity of the con-

tagious disease afflicting their child. Here social supervision is active, yes aggressive. Society believes in protecting itself.

Meningitis with 78 cases and scarlet fever with 73 cases rank supreme among the contagious diseases as the cause of deafness. In fact scarlet fever would probably rank first, if all the undetected cases were listed. With these figures before us we can readily comprehend the extent to which deafness will be decreased by the use of sulfanamides. Scarlet fever, today practically cured in a day and a half, shall no longer reign supreme. The same is true of meningitis. Scarlet fever and meningitis, representing one third of this group, should no longer be a cause of deafness if modern therapy fulfills its premises. The eradication of deafness due to scarlet fever and meningitis will eliminate eighteen per cent of the occurrence of deafness.

This leaves measles the chief offender. It causes only one fifth as much deafness as scarlet fever and meningitis combined.

Whooping cough with its 28 cases in this series representing 3.2 percent will now rank as enemy No. 2 of contagious diseases. Whooping cough causes both mechanical deafness and nerve deafness.

The remaining contagious diseases have been the cause of deafness but thirteen times in 22 years. Mumps occurring five times is always a nerve deafness probably from complicating meningo-encephalitis.

Poliomyelitis and diphtheria are causes of deafness we know. But would you have guessed that only two causes of poliomyelitis and one of diphtheria have caused admission to our school in 22 years? In fact, there have been only 16 cases of diphtheria in the history of the school since 1864. Superintendent Quigley states that diphtheria has been a more frequent cause of deafness in the southern states. Might this not be construed as complimentary to the Minnesota physicians for their alertness?

Chicken-pox with its one case in this series and two in the history of the school might seem a possible deafness cause by a complicating disease. But disseminated chicken-pox does occur with pulmonary and renal involvement and occasionally an encephalitis.

* * *

We therefore conclude that deafness is decreasing. If our fondest hopes are realized and all deafness from scarlet fever, three fourths of the deafness from meningitis, one half of the deafness from upper respiratory infections are eliminated, only fifteen percent of the present deafness would be eliminated. But if the present decreasing enrollment proves to be more than a flash in the pan we will have to admit that other factors such as better and earlier medical care is replacing neglect and that the immunization programs are exerting some influence and that a nutritional improvement is occurring in our children.

To make further progress in the elimination of deafness a better program for rehabilitation of the deaf should be instituted in Minnesota. Dr. Horace Newhart made a long fight for such a program without success. A few other states have such programs sponsored by various agencies but the most efficient program is one sponsored by the medical profession.

* * *

Alabama School for the Negro Deaf

Although building conditions and other factors continue to make expansion difficult, Alabama has overcome these

obstacles and has made, with the opening of the Alabama School for Negro Deaf, "one of the greatest forward steps" in her history. The above quotation of Dr. H. G. Dowling, President of the Institute, appeared in the January 1948 number of *The Alabama Messenger.*

After a delay of some months due to unavoidable conditions, the Alabama School for Negro Deaf resumed work in its new location on the date of the reopening of the other schools of the Institute, following the Christmas holidays.

The plant consists of a main building and two dormitories all of brick and fireproof. In the first of these is a spacious auditorium, the office of the principal, a library, ten classrooms, four shop rooms and a cafeteria and kitchen all completely modern.

On a Sunday night shortly after its opening, visitors at the school found the new principal, Mr. Archer P. Bardes, busy putting on a moving picture show for a happy throng of children in the auditorium—something they had never enjoyed before at school. It is safe to say that in no other school in all this wide country have Negro deaf children better advantages than those provided here for the Negro deaf of Alabama.

The opening of this fine school is seen to be, as described by Dr. H. G. Dowling, President of the Institute, "one of the greatest forward steps" in its history.

ANNALS

Editorials commemorating the 100th Anniversary of the AMERICAN ANNALS OF THE DEAF have appeared in almost every school paper. Of especial interest are the concluding paragraphs from an editorial by Wesley Lauritsen, in the January 15, 1948, *Companion.*

* * *

It is interesting to note that, except for a short period of time, the ANNALS has been edited on the campus of Gallaudet College which we like to think of as the unofficial headquarters of the deaf of the world. Here leaders in the education of the deaf meet and exchange ideas. Gallaudet College is the ideal place for the ANNALS editorial office.

Since the ANNALS is the official organ of the Convention of American Instructors of the Deaf, which group has a large number of active, capable and influential members who are deaf, we hope it is not out of place to suggest that at some future date it might be advisable to have a deaf man or woman as an assistant editor. Such representation on the editorial staff would, we believe, be appreciated by the deaf members of the profession.

ART

Now, at a time when educators are making inquiries as to the adequacy of our national educational system, the following article by Mrs. Grace Bilger, in *The Kansas Star* for December 1947, is most timely. Mrs. Bilger says that

"the aim of art education today is not to make artists but to aid in the understanding of personal and cultural needs as well as social and civic needs."

From the tropics to the Arctic regions, there is hardly a tribe known, however primitive, that does not have some sort of art. Usually their art is based upon their religion. Throughout history, art has depended for its opportunities upon religion or other needs. Man has demanded all down the ages that the instruments of his daily activities satisfy his practical needs and also be pleasing to his senses.

Every Man a Natural Artist

Every man is naturally an artist. The clothes he wears and the styling of his hair involve choices of current styles, which is therefore a form of art. Often art is not recognized because it is so familiar. Man is practical by necessity but imaginative by inclination. So he chooses his clothes, home furnishings and other necessities of life for beauty as well as for usefulness.

Creative art has both recreational and therapeutic value. It is playing a big part in the rehabilitation of those people who are physical or mental wrecks. Art is a mighty economic force and a vital factor in business, because of its selling power.

Helps to Improve Creative Processes

In the modern school, art serves to motivate and enrich the entire curriculum and it contributes generously to the integration of school experience. It should stimulate in the child the experience of creating and help him to improve his creative processes and at the same time stimulate his experience of appreciating by acquainting him systematically with fine examples of the arts of various people, both of the present and the past.

As the child grows into adulthood, he is not apt to become one of the artists who creates poems, dramas, paintings, ballets, sculpture or symphonies; but more often will be one of the countless persons who reads books, attends dramas, looks at paintings and sculpture. He is more apt to be the art consumer.

For this reason every child should have an opportunity to study art sometime during his scholastic career so that he will be better able to select and appreciate the beauty of the things found in his everyday life as well as in the fine arts. He should also be able to express himself in some form of creative work, to find joy in creating and to appreciate the creations of others. His life will be much richer when he can understand and appreciate the art found in architecture, home furnishings, fabrics, bookbinding ,jewelry, pottery and even machinery with which he works. He should be able to see the art in the human figure, illustrations in books and magazines, photographs and everything he buys for his home or his personal use.

Child Must Work at Age Level

In the present school's art curriculum, there is no adult standard superimposed on a young pupil's first attempts at the creation of an original work. The child must first enjoy his work at his own age level without the inhibiting criticism of a more demanding adult. The primary aim is to keep the child free in expressing his own feelings, ideas and impressions. Though his own creative work may seem crude to the adult, the child has at least experienced the joy of creat-

ing which he would have missed had he traced or copied another's work. When a boy is given a baseball bat, he is not expected to grow into a Babe Ruth. Consequently, when he is given a box of paints he should not be expected to develop into a Cezanne. All children are not naturally endowed with all the qualities necessary for creative work but with encouragement, sympathy, and when necessary, suggestion, they will be able to express themselves.

The school art department offers a variety of mediums so that the child who cannot create with one medium may have the opportunity to find the one in which he excells. At least he will gain a personal satisfaction and enjoyment from experimenting with the various mediums.

Aim of Art Today Is to Help Understand

Especially should the deaf child be taught art because, due to his deafness, many fields of the fine arts such as music and dramatics are closed to him. But he can learn to recognize and appreciate art quality in nature, clothing, in room arrangement as well as in painting, sculpture and architecture. He also has the opportunity to consider art as a possible vocation or hobby.

Athletics

That some progress is being made to stimulate interest in football and basketball is evidenced by the report of the Eastern Schools Football Conference, quoted from *The Jersey School News* in the *Ohio Chronicle*, January 31, 1948.

This Football Conference, after two years of writing and discussions, has actually become a reality. The member schools at present are the American School at West Hartford, the New York School at White Plains, the St. Joseph's School at New York City, the New Jersey School at West Trenton, the Pennsylvania School at Philadelphia, and the Virginia School at Staunton.

Negotiations are now being conducted by the Virginia School to interest Tennessee, Kentucky, West Virginia and North Carolina in conference. It is the hope of the conference that these schools will ask to become members at the basketball tournament in March and that two sections within the conference may be formed. The winner of each section would meet for the championship at the close of the football season.

A rotating trophy will be donated by the conference at a meeting of the coaches in March. The trophy will remain in the possession of the champion until the following season when the next title holder secures possession. A three time winner will retain the trophy.

Up to the day of the P.S.D. - N.J.S.D. game all teams had an even chance to win. A point system is used to determine these standings. New Jersey broke the tie by defeating Pennsylvania and became the first champion of the Football Conference.

Causes of Deafness

Numerous papers and magazines for the general public have carried articles to the effect that faulty teeth cause deafness. The following reprint from *Time* magazine was copied in *The Oregon Outlook* for December 1947.

[The following article which appeared in *Time*, September 22, was accompanied by a chart or diagram showing the anatomy of the ear and its proximity to the jaw bone and the relationship to the Eustachian tube. There was also a drawing of the head showing the position of the jaw for a proper bite and that for a faulty bite.]

Some 10,000,000 people in the U.S. are deaf or hard of hearing. Four out of ten of them lost their hearing because the inner ear was damaged by the jawbone. The basic cause: malocclusion of the teeth (a badly fitting bite). This chart shows how the damage is done. A faulty bite often raises the jaw, which in turn tilts the head of the jawbone. Instead of sliding comfortably into its normal pocket under the ear, the tilted bone presses on the outer ear passage, the Eustachian tube, and the muscle nerves, blood vessels and other delicate apparatus of the ear. The results are deterioration of the ear's mechanism, dizziness, ringing in the ears, progressive deafness.

This surprising finding was reported in the Archives of Otolaryngology by Orthodontist David J. Goodfriend of the University of Pennsylvania, who declares that researchers have established - "as thoroughly as Koch proved that the tubercle bacillus causes tuberculosis" - that a faulty bite causes some kinds of deafness. Dentist Goodfriend first noticed that patients who had complained of ear troubles had no trouble after he straightened their teeth. The same "cure" also cleared up various other headaches that had been diagnosed as tic douloureux and tumors of the brain.

But treatment must be early. After the jawbone has damaged the ear, correcting the bite will not improve poor hearing. Youngsters with a poor bite should leave their teeth straightened; oldsters should have false teeth properly fitted.

Another article, resulting from the same studies is released by International News Service, under a Philadelphia date line and reprinted in *The Colorado Index* for November 1947.

Persons suffering from poor hearing and ringing in their ears may need a dentist.

According to studies made by Dr. David J. Goodfriend of the University of Pennsylvania, 40 per cent of all deafness may be traced to dental abnormalities.

Dr. Goodfriend said:

"Anatomical studies show that many abnormalities of the dental bite directly affect the Eustachian tube, which brings about communication between the middle ear and throat."

"In such cases the jawbone, not setting in the correct position because of an imperfect bite, presses against the Eustachian tube, partially obstructing it."

Dr. Goodfriend continued :

"Study indicates that proper dental treatment of such cases often brings excellent results, especially in younger patients."

Character Education

The New Mexico Progress for January 1948 reminds us in an editorial of the importance of the development of a

proper social attitude; that character building is a function of our schools.

Probably the most important aspect of total education, as it should be in a residential school for the deaf, is character education. By this we refer to training that will assist the child in growing into an adult who will have the respect and admiration of his fellowmen. An individual who displays good character habits and training has one of the most valuable assets a person may have in meeting life's problems. Without ability to get along with others and gain their respect and liking, man soon finds himself an outcast, regardless of how brilliant he may be or how much "book learning" he may have.

A person's character is defined by his behavior, his habits and his reputation. This is by what he has been and what he has done, by what he is and what he is doing and by what we may predict he will be and will do. In other words we should conduct ourselves so that our past, present and future will speak for themselves.

As pupils we should always be building on our character habits so that they will be the best and so they will stand examination before the world. A good name and a good reputation will get us through a great many tight places in life. Now what can we do to build up a good reputation? First, overhaul our manners by being courteous and polite and show respect to others as we would like for them to show respect to us. Second, learn to cooperate, as all great things come through cooperation with others. Third, learn to settle our differences and disputes by compromising, that is give in a little bit to the other fellow rather than resorting to harsh words or fighting. Fourth, show that we are ambitious and willing to do our part of any task. Good character includes these and a great many others, all of which are the little and big things we do all of the time. Our character shows us for what we are and is the stamp by which others judge us.

As teachers, parents, housemothers, counsellors or what-not, our greatest responsibility is to see that our children build character habits that will fit them for their needs in life. Teaching character habits is not like teaching arithmetic, where we teach it for an hour then close the book and take up something else. It requires guidance and supervision along proper paths from the time the child gets up in the morning until he goes to bed at night. It is not something that ends with the close of school in May and waits until September to be taken up again, but rather a constant process that requires teacher, housemother and parent to always be on the alert. Work is undone by carelessness or neglect of anyone of us in the chain of affairs of the child's everyday life. To tell the child to be truthful and honest is not enough, we must tell him why he should be and do this and that and illustrate our point in every possible case. We must remember that children are imitators and that we can expect little more than the examples we set before them. If we all work together on this aspect of training our children we will be doing them a great service, as it is amply illustrated that some of our greatest men achieved their greatness because of their character training rather than their formal academic education.

Congenital Deafness

In *The Maryland Bulletin* for November 1947, Superintendent Ignatius Bjorlee's report to the Board explains

the decline in enrollment in schools for the deaf. His comments are quoted in part::

* * * * Emphasis was placed upon the fact that congenital deafness is growing rapidly in the percentage column listed as causes of deafness. This explains clearly why the attendance at our schools for the deaf is on the decline nation wide, for if we have the right to assume that congenital deafness is not on the increase, we must give medical skill credit for the very material decrease in adventitious deafness.
* * * *

Curriculum

Courses in automobile driving are rapidly becoming a regular feature of the high school curriculum. That schools for the deaf will follow suit in installing similar courses, is indicated by the editorial, "Automobile Driving Course," in *The Companion* for February 1, 1948 (reprinted from *The California News*):

According to an article in a Salem, Oregon, newspaper dated September 9, the state board of control has authorized Superintendent M. B. Clatterbuck of the Oregon School for the Deaf to install a course in automobile driving for the pupils of the school. The driving course is to be conducted by a member of the faculty who has been certified as competent to give the necessary instructions.

The step is to be commended inasmuch as instruction in auto driving has had tremendous success in all the high schools where the course has been installed. Schools for the deaf need such a course for all students who are in their final years. Education in the principles of safe driving and courtesy of the road is one of the most important factors in reducing the number of accidents due to driving. It is noteworthy to add that traffic court judges often assign careless drivers to take a course in traffic rules and safe driving, with good results.

Deaf And The Airplane

Another "first" has been scored by the deaf! The November 1947, *California News*, describes the trip of Rhulin A. Thomas, deaf pilot who crossed the continent in his own Piper Cub coupe, to set a record as the first bonafide deaf man to fly from coast to coast.

While California waited to welcome the globe-circling Piper Cub pilots, George W. Truman and Clifford V. Evans, there flew into our midst on November 12 a most amazing visitor—Rhulin A. Thomas, of Washington, D. C. Totally deaf since childhood, a graduate of the Missouri School for the Deaf, and a former student at Gallaudet College, Mr. Thomas flew his own plane—a Piper Cub coupe—across the continent to join in the California welcome to Truman and Evans. While there are a number of deaf men who have learned to fly, and few who have owned their own planes, Mr. Thomas un-

doubtly is the first to make a coast-to-coast flight. He came alone. While he visited at our school he was the center of all interest as he described again and again his solo flight across the continent. As he told the story of his great adventure, easily discernible were his admiration and adoration for those who had taught him to fly—his good friends, the same Truman and Evans, whom he had come to greet.

While employed as a linotype operator in Washington, Thomas yearned to fly. He became acquainted with Truman and Evans and they taught him to pilot the Piper Cub. As a result of their expert tutelage, he qualified for and received a pilot's license. While the world watched the progress of Truman and Evans, Thomas kept in close contact with them by radio, through the wife of Evans. He planned his flight to meet them upon their arival at Van Nuys, California, airport.

Leaving Washington on the 26th of October, Thomas flew to Rehoboth Beach, Delware, so that his coast-to-coast flight would really begin on the Atlantic coast. He arrived at Van Nuys on November 7, at the end of a trip without mishap but replete with thrilling adventures. He came by Pittsburgh and Columbus, Ohio, and landed at Anderson, Indiana, to wait out a storm. He flew through rain to Indianapolis, and between Indianapolis and St. Louis he became lost in another storm, running out of gasoline and making an emergency landing with a dead engine on a farm.

An electric storm hit him as he neared Kansas City and he again came down on a farm. Leaving Kansas City, he rode a tailwind to Dallas, arriving in 5 hours and 10 minutes. At Abilene, engine trouble forced him down in a cautious decent from 5000 feet. He said, however, that storms and motor troubles were not the cause of his gravest concern. That came when he rose to cross the mountains on the western lap, where no landing fields existed in case of trouble. He came through Banning Pass, "the graveyard of pilots," at an altitude of 9,500 feet.

Arriving at Van Nuys, he found that his globe-circling friends would not reach the coast for some days, so he came to Berkeley for a visit at the school. He found some old acquaintances here in Mr. and Mrs. Ladner, the latter having been his classmate at Gallaudet. Mr. Thomas is married to a deaf woman, the former Gladys Houff, of the Virginia School for the Deaf, and they have a young daughter who is attending the Virginia School.

Mr. Thomas plans to return to Washigton by a southern route. Never was there a parting guest who bore greater good wishes for a pleasant journey.

As evidence of the pride in Rhulin Thomas' solo flight across the continent, *The Kansas Star*, April 1948, reprints from *The Missouri Record*:

An editorial appearing in *The Iowa Hawkeye* urged that a commemorative medal be struck and presented to our own Rhulin Thomas "who made history as the first deaf man to cross the continent of North America in a plane piloted only by himself. It suggested that "one or several organizations of or for the deaf or educational organizations connected with the deaf" take the initiative in this direction.

It has struck a responsive chord in our heart—not only because

Rhulin is a Missourian but also because we want to honor him now when he will most appreciate it. To make this honor a hallmark of celebrity we would go much farther and prevail on President Truman, himself a Missourian, to present the medal to a fellow Missourian, with newsreel men taking pictures of this occasion. An honor, also gratifying to Rhulin, would be to have his now famous instructors, Truman and Evans, witness the presentation of the medal. We would have Dr. Elstad, President of Gallaudet College, on hand for interpretation during the ceremony. We believe a publicity stunt of this sort will far outweigh all our previous efforts to advertise Gallaudet College and the deaf.

Being Missourians, it behooves us to set the ball in motion. We, have, therefore, started an agency to accept contributions from the deaf and those connected with the deaf all over the country. Money in excess of that actually needed for the medal will be turned over to Rhulin to help him defray expenses of repairing his plane.

Perhaps eventually the entire agency will be taken over by either the Missouri Association of the Deaf or the National Association of the Deaf to give this movement an official stamp. For the time being, mail your contributions to—

M. N. Mossell
School for the Deaf
Fulton, Missouri

All contributions will be gratefully acknowledged in the following issues of the *Record* and in newspapers such as *The Cavalier* and *The Silent Broadcaster*.

Deaf and the Automobile

"The World's Safest Drivers," written by Arthur H. Lewis, first appeared in the *Ford Times*, a little booklet published for Ford automobile owners. It has since been reprinted in many editions of the l. p. f. The article, while it is an overwhelming boost to deaf drivers, serves to put them on the spot, in that extra care must be taken to keep up the good reputation for safety they have established. Of especial importance is the understanding by the younger deaf drivers of the years of crusading and careful driving it has taken to build up that record; that driving must always be considered serious business; and that it takes only a brief relaxation at the wheel to jeopardize the standing of the entire group of deaf drivers. Following is a reprint taken from *The Ohio Chronicle* for March 27, 1948.

If someone asked you to guess who are the safest drivers in the world, what would you answer? What group would you choose, and why? Would you select young men and women of keen co-ordination and quick reaction-time? Would you choose an older group because presumably, there is more caution, better judgment, and less hurry in middle age? Or would you give the safety laurels to the true professionals—the truck-drivers, chauffeurs, and cab-men?

There is reason in all these answers. They are all good. And they are all wrong. The ironic fact is that in some states the world's safest motorists are prohibited by law from driving at all. They are deaf-mutes!

In a nation with an annual highway toll of 40,000 dead and nearly a million injured, the driving record of the deaf mute is almost unbelievably good. More than that, it is a discovery. There is drama, but no distortion, in the statement that the applied example of the deaf can cut our highway accidents to an irreducible minimum.

In Pennsylvania about 3,000,000 persons hold operator's licenses. Of these, 3,000 are deaf mutes. No deaf mute in Pennslyvania has ever been involved in a fatal accident. Still more significant is the fact that no deaf mute has had a single reportable accident involving personal injury in the past nine years! The same number of unhandicapped drivers would have had 400 personal-injury accidents in this period.

These very vital statistics come from the records of Mr. T. Elmer Transeau, Director of Pennsylvania's Bureau of Highway Safety, which controlls licensing of all drivers.

The National Safety Council figures for 1946 give Pennsylvania a death rate of 8.1 per hundred million automobile miles. This compares strikingly with the record of the 3,000 deaf mutes who drove not only with no fatal accident, but no accident at all!

The remarkable achievement of deaf mute drivers in Pennsylvania is no matter of chance. It is the result of a carefully developed plan with a continuous follow through by both State authorities and the drivers themselves.

In 1923, during the late Gifford Pinchot's first term as Governor, driving tests were first inaugurated in Pennsylvania. At that time, highway experts exerted pressure to refuse licenses to the physically and mentally handicapped. Deaf mutes would thereby fall in the group barred from operating motor cars on Pennsylvania highways.

Word of this discrimination reached Henry J. Pulver, pastor of Philadelphia's All Souls Church for the Deaf, and himself a deaf mute. Mr. Pulver was an excellent driver. Moreover, his car was required in his duties to his congregation of more than 200 people. Accordingly, he went to Governor Pinchot to plead the deaf mutes' case.

"If you're willing," Mr. Pulver typed during the interview, "I'll show you how well a deaf mute can drive."

With the minister at the wheel of his car, Governor Pinchot went on a half-hour tour through Harrisburg streets. The test convinced him; but in order to satisfy the safety experts, the Governor made several stipulations to which Mr. Pulver readily agreed.

First, the deaf mute must pass a rigid examination by the State Police. Next, he must submit to a character examination given by a committee of deaf mutes. Finally, he must obey a stringent ruling against alcoholic beverages.

The day after their interview, Governor Pinchot appointed Mr. Pulver chairman of a special licensing committee. Two other deaf mutes were chosen on the committee to represent central and western Pennsylvania.

Instead of the usual over-the-road test lasting ten minutes and covering about a mile, the deaf mutes' tests were to be twice as long in time, and thrice in distance.

The unhandicapped driver was asked a dozen or so questions on the State motor vehicle code. He was permitted one error. The

deaf mute was to be asked fifty questions. He was permitted no errors.

If the handicapped driver scored a hundred per cent on the vehicle code test, he went on to a member of the deaf mute committee for a character examination.

In this test, his way of life, his temperament, philosophy and attitude were carefully weighed. Mr. Pulver had a reason for this "If we get one irresponsible, hot-headed driver who becomes involved in an accident," said the minister, "he may spoil it for all of us."

Mr. Pulver underscored the subject of drinking with this question: "Can you imagine what would happen (to our cause) if a deaf mute driver were stopped for a minor traffic violation and the policeman smelled liquor on his breath?"

Of their own volition—it is not required by law—most deaf mutes take the special "clinical" examination given in Philadelphia by Stephen Morris of the Pennsylvania State Police.

The main purpose of the clinic is to determine what makes drivers prone to accidents. Used chiefly by taxicab companies and other fleet operators, the clinic is regarded by the deaf mute driver as added insurance for maintaining his group's hundred-per cent safety record. The clinic tests his eye-hand, eye-foot coordination, his vision and vigilance.

Officer Morris, who has been examining handicapped drivers for twenty years, says the deaf mute "is the most careful, considerate, and intelligent driver of all."

"In the clinic test," said Morris, "he reaches the highest scores possible. In the over-the-road test he really proves his fine driving ability . . . What's more important than his mechanical aptitude is the deaf driver's attitude . . . His consideration of the other driver is remarkable. He never seems impatient."

Highway Safety Director Transeau names five factors, which he feels make the driving record of the deaf mute unbeatable.

1. He obeys an iron-clad rule against drinking.
2. Each time he gets behind the wheel, he drives as though he were taking a test not only for himself but for all physically handicapped people.
3. His powers of observation and alertness are highly developed.
4. No conversations or outside noises distract him.
5. He believes in the Golden Rule and practices it.

My own ride with a deaf mute was a revelation. Reverend Pulver drove me from one end of Philadelphia to the other. He never used the horn. He never hurried, yet always seemed to reach traffic lights when they were green.

Cars on busy Broad Street shot ahead and around us. But when we arrived at City Hall, these same drivers turned up again—behind us—to fidget while waiting for the lights to change.

Dr. John R. Bowman, statistician for Pennsylvania's Bureau of Highway Safety, comes close to knowing what will happen on the Commonwealth's roads this year. Fifty thousand people will be injured. Seventeen hundred will be killed. Dr. Bowman predicts that none of the killers will be deaf mutes.

From the record, it seems conclusive that these handicapped people have discovered the secret of saving life and avoiding injury on our highways. The national application of their formula could radically reduce our annual toll of 40,000 deaths and a million injuries.

Why don't we do it? What have the world's safest drivers got

that the rest of us haven't—except determination? They have set perfection as their goal, and achieved it by submitting to stringent tests, by training, attitude, self-imposed rules and by honoring a tradition of careful and courteous driving.

The deaf mutes have proved that our highways can be safe and they have shown us how to make them safe. Their example is no less forceful because they can neither preach to us nor listen to our excuses.

Deaf—Blind

The Companion for March 15, 1948, printed the following editorial on being deaf and blind. It is reprinted here, in part, to illustrate the fact that meeting the needs of the child—not the use of any one system of instruction—must always be our ultimate goal.

The deaf people of Minnesota are well acquainted with Vera Gammon and John Lauby, both of whom are deaf and blind. These people have won the universal respect of all who know them because of the wonderful way in which they have accepted their double or triple handicap—being deaf, blind, and speechless. Both of these people keep busy and do something useful. John is an expert with tools and turns out beautiful pieces of woodwork. Vera knits, sews, and crochets.

Both Vera and John use signs and the finger alphabet. They can carry on an interesting conversation with anyone who knows signs or the finger alphabet. Both are well informed on topics of the day and both of them can smile and apparently enjoy some things in life.

In Minnesota there is another deaf-blind person who is not so well known. We refer to Betty Rinsem. Many of our students and former students will recall that Betty was in school here from 1933 to 1939.

Then Betty entered Perkins Institute where she spent seven years. Now she is back at her home in Faribault. Since her mother died in June 1947, Betty has been staying with her brother and sister-in-law, Mr. and Mrs. Kenneth Rinsem.

Betty's first education was with the deaf here at the M. S. D. and it is the deaf she yearns for. However, she cannot mingle with them because she has not been taught the manual alphabet. Her speech is not plain enough to be understood by all and she is not happy.

Betty knew her friends here at the school not by their spoken names, but by the sign for their names. We recall that while she was in school here we often met her on the campus and stopped to shake her little hand. After "feeling" the features of our face, she would invariably identify us by making the sign for our name and a pat on her little back would tell her that she was right again. Then her sweet little face would beam with joy.

Recently two of our house mothers, Miss Young and Miss Alm, called on Betty. The latter was very happy to see them. She communicates by Braille and speech. What she has learned in the way of speech is marvelous and her interpretation of speech through her fingers is something wonderful to behold.

The manual alphabet and the sign language have been a blessing

to the deaf. To those who are both deaf and blind they are a double blessing and, in our opinion, no effort or expense should be spared in teaching them this method of communication which can do so much to add cheer to their lives.

Deaf and The Motorcycle

The *New York Journal Supplement* of March 1948 carried an unusual "Wanted!!" which, because of the nature of the subject matter, is reprinted here in full. It first appeared in the February issue of *American Motorcycling*, the official organ of the American Motorcycle Association, with the following explanatory preface.

(The following letter may well turn out to be the "Letter of the Year" because of its unusual human interest story. Mr. and Mrs. Johnson were in El Cerritos, California, when they wrote it, but live in Madison, Wisconsin. If you happen to know of the motorcycle hero in question, please wire the AMA office collect, or if the rider himself sees this story, please wire us at once - collect. The AMA earnestly desires to award official recognition to this motorcycle rider who performed the outstanding act of highway heroism described below.)

My husband and I want to tell you of a thing that happened last August down in Arizona when we were on our way to California. We don't know the name of the man on the motorcycle who helped us, but we were told by another cycle rider that if we wrote to you, maybe you could reach him, whoever he is. All we know is that he was deaf and that there were initals "JIB" on the front fender of his motor and "Jess" in silver letters on the side of the motor. We were so upset and scared over our son that we did not get to ask this man what his name was and he just got on his motorcycle and rode off after the excitement was over. He was riding a red motor, and it looked like a new one, or at least it was very clean. I don't remember much about it now. I think it was an Indian as it had those side things down the side of the front wheel from the fender.

Well, anyway, this is what happened. We were driving to California and pulling our trailer. It was a small one, sleeping four. We were way out in the desert beyond Phoenix about 11 o'clock at night and driving along at about 40. Our son was asleep in the trailer, he is only 11 years old. We had planned to stop at Phoenix, but decided to drive on as we were rather short of money and wanted to reach our relatives' home in San Diego, California.

All of a sudden this motorcycle rider pulled up alongside our car and motioned us to stop. He yelled that the trailer was on fire. My husband stopped as quick as he could and the motorcycle rider stopped too. We rushed back to the trailer and found it was burning at the rear. My husband slipped on a rock that was in the road and severely twisted his ankle. I told the motorcycle rider - although now I can't see how he understood me—that our son was in the trailer. I couldn't find the key, and there was a spring lock on the inside and no answer to our pounding. This fellow put on his glove and drove his fist through the glass and screen, reached in and opened the door, yet he cut his hand pretty badly on the glass. Luckily he had a small fire extinguisher with him as well as a

first aid kit, so he jumped into the trailer through the smoke and flames and brought our boy out. Sonny was unconscious. We thought he was dead. This fellow started in to give him artificial respiration and kept working on him for about 45 minutes. It was while he was working over Sonny that we tried to talk to him—and found that he was deaf. It was lucky that he was deaf, I guess. We were frantic and would likely have been more bother than help. While he worked on Sonny he told us to take his fire extinguisher and put out the fire. This I managed to do as my husband could not get on his feet. We later got Sonny settled in the car and drove on as fast as we could to the nearest doctor. The doctor said it was fortunate the man had acted quickly and applied artificial respiration or else Sonny would have died.

We can never thank him enough, for after all, he saved our boy's life. The damage to the trailer was not too great to be fixed, so he also saved the trailer for us. His sweater has a sort of triangle emblem on one side with the letters AMA on it at the corners. The man we talked to later said that these letters stand for American Motorcycle Ass'n. so we suppose that he is a member of your Association. If so, you can be proud of him and if the rest of your members are as good as that, it must be a fine Association.

We are leaving in a few days to go back to Wisconsin, and I hope that we do not have any trouble like that we had coming out. If you know of this man who helped us—would you thank him for us as I am ashamed to say we didn't even get a chance to do that much. We haven't the money to reward him, but he has our undying gratitude—and also he has shown us that not all the stories we have heard about motorcycle riders are true.

MR. AND MRS. I. A. JOHNSON AND ERWIN

DEAF TEACHERS

That the deaf teacher has something constructive to contribute to the teaching of the deaf is evident from the increase in such teachers present employed. O. L. McIntire, Director of Education at the Texas School, gives the comparative figures for all schools in the United States, in his article "The Status of the Deaf Teacher." The following reprint from *The Lone Star* appeared in the May 1, 1947, *Companion.*

The January 1947 issue of the AMERICAN ANNALS OF THE DEAF contains a wealth of statistical information. A partial analysis of this, when translated into conversational language, reveals some facts that may be of special interest to readers of the *Lone Star.* Perhaps some of our readers have often wondered how many of the teachers in the Texas School for the Deaf are themselves deaf and how this number compares with the number of deaf in other states. The answer to that query will be found in what follows. The figures given have been taken from the 1947 January issue of the AMERICAN ANNALS, and since the schools mentioned have themselves furnished the ANNALS with the figures, they can be considered as reliable and free from any guess work:

There are in the United States 65 public residential schools for the deaf. The Texas School for the Deaf is one of them. Every

state, with only a few exceptions, has its own residential school and since there are only 48 states it follows, of course, that some states have more than one school of this type. As the term indicates, deaf children who attend the residential school also reside or live in the school. This term also differentiates the public residential schools do not reside or live in the school but usually live at home with parents or relatives.

The 65 residential schools for the deaf employ 1986 teachers of which 425 are deaf; 222 of these teach academic subjects while 203 handle non-academic subjects very largely vocational. Thirteen of the public residential schools do not employ any deaf teachers at all, in the academic department but find places for them in non-academic field such as vocational teachers, military instructors, or athletic coaches.

The Ohio School for the Deaf at Columbus employs 18 teachers who are deaf which is the largest number employed by any of the 65 residential schools. The Arkansas School at Little Rock and the North Carolina School at Raleigh tie for second honors, each school employing 16 deaf teachers. The Indiana School at Indianapolis and the Kentucky School at Danville each employs 15 deaf teachers and thus tie for third place. Three schools—South Dakota, Iowa and Tennessee—employ 14 deaf teachers each and thus run neck and neck for fourth place. The next in line—fifth place—would be those schools that employ 13 deaf teachers. There are four of these schools: Texas School for the Deaf at Austin, the Illinois School at Jacksonville, the Minnesota School at Faribault, and the North Caroline School at Morganton. Two of our neighboring states, Louisiana and Oklahoma, have in their schools for the deaf at Baton Rouge and Sulphur, respectively, 12 deaf teachers each. The Michigan School at Flint also has 12 deaf teachers. Kansas, Connecticut, West Virginia and New Mexico schools for the deaf each have 11 deaf teachers. From here on the number of deaf teachers in our public residential sncools gradually decreases until we finally reach those schools which have no deaf teachers at all, as was previously mentioned.

Reference has already been made to the 119 public day schools in the United States. According to the ANNALS these day schools employ 549 teachers but not a single one is deaf.

Besides 65 residential schools and the 119 day schools for the deaf, there are in the United States 22 denominational and private schools which employ on their teaching staffs 233 teachers, only 10 of whom are deaf.

Thus in the whole country there are a total of 206 schools for the deaf staffed with a total of 2,768 teachers, 435 of whom are deaf. The number of deaf teachers in the U.S.A. therefore constitute just under 16% of the total number of the teachers of the deaf in the whole country. And now, since there are 73 teachers in all in the Texas School for the Deaf, and since 13 of these are deaf, the deaf teachers in our school therefore constitute just under 18% of our entire teaching staff.

Ten years ago, according to the January ANNALS of 1937, the number of deaf teachers in all schools for the deaf in the United States constituted only 14½% of the total number of teachers of the deaf. Percentage-wise as well as in actual numbers there are more deaf teachers now than a decade ago. And clearly the well educated deaf teacher who has something constructive to bring to the school still holds and will continue to hold an important place in the education of the deaf children of America.

Employment Status of the Deaf

A reprint in *The Arizona Cactus* for October 1947, taken from *The Southwest Deaf News*, serves to remind us that jobs are not always plentiful and that deaf workers would do well to stick to their jobs, beginning now!

You all know the old saying about the honeymoon being over, when the bride begins to run around the house in her house coat, and doesn't primp up for her husband.

Well, in our humble opinion, "The Honeymoon is Over," for those of the deaf who during the past lush wear years have been so blamed independent and refused to stick to their jobs, for just no reason at all. Knowing they could easily find work somewhere else, they began to get "Too Big for their Britches."

Well Buddy, "Them days is gone forever," and it behooves the deaf worker to apply himself to his job with more diligence than ever, if he wants to hold on to it and continue to draw good wages.

We admit that there is often cause for the deaf worker feeling that he is being slighted, and imposed upon, and that often he does more work than other workers in similar situtions, and receives less pay. We know it's not right, and unjust, but the fact remains that jobs are going to be harder than ever to find from here on out, and we would advise all deaf workers to stick to their jobs. To remain where they have a place to live, no matter if it seems they are getting a raw deal from their boss. Because when it's raining, any kind of roof is better than none at all. And when the depression hits, any kind of a job, is going to seem like heaven to those unemployed. So brother, and sister, we advise you to stick to your job.

Employment Status of the Deaf

The following appeal from *Ephpheta* is taken from *Just Once A Month*, November 1947. It has been quoted by practically every member of the l.p.f. and in well worth reprinting again.

We have been fortunate to place many deaf people with different companies. At times we were so successful with the first deaf worker, that the company employer would ask us for more. The first one did a swell job and the boss had proof that the deaf could work well.

Sad to say, that is only part of the story. Some deaf workers that we sent out from our office gave us a bad reputation for the future with other companies. In the case of a few, liquor was the big problem. A few others were headstrong, stubborn and without a sense of responsibility. On a hot afternoon a few walked out to go for a swim, leaving the boss high and dry. Such deaf workers are a hindrance to the whole deaf cause in the future.

We ask that teachers of the deaf be more careful to get the point across to their pupils. Tell them about honesty, about regard for others, about a personal sense of responsibility. Discipline them in such a way that they can play a normal role in society, as they should. They must not be babied as adults.

We should like our deaf readers to remember that the cause of

the deaf is at stake. It is easier or harder for us to get future jobs for the deaf, according to the way the present deaf workers succeed or fail. We want to help your cause, but we cannot help without your cooperation.

Employment Status of the Deaf

During the past year, the l.p.f. has printed numerous articles telling how the deaf have succeeded in becoming valued employees in various fields. This story of a North Carolina family appeared in *The Deaf Carolinian* for January 1948, together with the following editorial note:

Editor's Note - We are pleased to reprint here the article that appeared in *The Echo*, published by Ecusta Paper Corporation of Brevard, N.C., about two of our graduates. Lyon Dickson graduated from this school in 1935 and from Gallaudet College in 1940. He took a graduate course in Chemistry at Duke University from where he went to the Ecusta plant. Mrs. Dickson, formerly Clara Yerton, a member of Class 1939, is the daughter of Mr. D. F. and Mrs. (Ida Phillips) Yerton of Concord, and sister of Luther and Violet Mae, all graduates of this School. We are indebted to Marse Grant, editor of *The Echo* for permission to reprint the article and for loan of the accompanying cut.

One of the most interesting and enjoyable experiences this writer has had in a long time was a visit recently into the copy home of Mr. and Mrs. Lyon Dickson on Minor Street, Brevard.

You ask why this visit was different from a call to any other Ecusta home? There wasn't much difference except that Mr. and Mrs. ickson are both deaf, but through their pride and ingenuity are making great progress in living a normal life.

They have two precious children - Connie, age 2-½, and Pam age 4-½. The children are perfectly normal in every way and show excellent training and guidance.

Lyon, who is on our Research staff, is a college graduate and lacked only one year obtaining a Master of Science degree. He graduated at Gallaudet College in Washington, D. C., the only college in the world for the deaf. He also did some graduate work at Duke and since coming to Ecusta has taken a six-months course at the Institute of Paper Chemistry at Appleton, Wisconsin.

He went to school with his wife at Morganton, but he says interest in her took a definite turn toward the future at a George Washington Birthday Ball in Raleigh, February 22, 1941. They were married June 6, 1942. Mrs. Dickson, who was Clara Jane Yerton then of course, was employed in Champagne from August 1941 until December, 1942. Both are active in organizations for the deaf and Lyon is secretary of the North Carolina Association for the Deaf.

Mrs. Dickson is especially talented when it comes to sewing. She makes most of the children's clothes and many of hers. You ladies who are interested in sewing should see some of the beautiful coats, dresses, etc. she has made for Pam and Connie.

Like most all deaf, Mr. and Mrs. Dickson dislike being referred to by the old-fashioned term "deaf and dumb." The proper term is deaf. In this connection Lyon tells this joke:

"Once a train of deaf mutes wired ahead and asked the other

train to wait for them. On arrival, they found a freight there, and asked the agent where their train was. The wire had read, "Hold the train for 40 deaf mules."

Lyon also tells about a show he saw recently in Winston-Salem that he enjoyed very much. By signalling his instructions to a dog, a deaf man from Greenville gave a very interesting show.

It is truly an inspiration to see a fine family like this show such a wonderful spirit as they take their place in the scheme of things.

(To be continued)

Changes in Administrators

ROY MOORE STELLE SUPT. OF THE TEXAS SCHOOL

Hall Logan, Chairman of the Board of Control, announced Roy M. Steele, 35-year old Assistant Superintendent of the Illinois School for the Deaf, as the new Superintendent of the Texas School for the Deaf.

Highly recommended by Dr. Irving S. Fusfeld, Dean of Gallaudet College at Washington, D.C., Stelle holds masters degrees from Massachusetts State College of Amherst and Gallaudet College of Washington, D.C. He is also a graduate of Illinois College at Jacksonville, Illinois, where he worked at the Illinois School for the Deaf while an undergraduate.

After working on his M.S. degree at the Clarke School for the Deaf at Northhampton, Massachusetts, he received the degree at Massachusetts State College of Amherst. Gallaudet College at Washington, D. C., one of the best-known schools for the deaf, later awarded him an M.A. degree.

He taught at the Green Bay Day School for the Deaf, Green Bay, Wisconsin; the Central New York School for the Deaf, Rome, New York; and the Illinois School for the Deaf, Jacksonville, Illinois. He was later appointed as a supervising teacher at the Illinois School. Following this he entered the Federal Bureau of Investigation and served three and a half years. In 1946, he returned to the Illinois School as assistant superintendent.

Married and the father of two children, he comes highly recommended by educators for the deaf, Logan said.

Austin Statesman, May 28, 1948

NEWTON F. WALKER, ASS'T. SUPT. OF THE SOUTH CAROLINA SCHOOL

Newton F. Walker is now Assistant Superintendent and Principal of the South Carolina School for the Deaf and

Blind. For the past two years he has been Principal of the Minnesota School for the Deaf. Mr. Walker spent his boyhood and young manhood at the South Carolina School during the Superintendency of his late father, Dr. W. L. Walker. He returns as assistant to his brother, Mr. W. Laurens Walker, who is the present Superintendent of the school. Mr. Walker received his Bachelor of Arts Degree from Wofford College in Spartanburg, S.C. He was a member of the Normal Class of Gallaudet College in 1936-1937, and received his Master of Arts Degree from that college. He continued his studies at Temple University in Philadelphia where he majored in psychology. Also, he studied speech correction and speech pathology at the University of Wisconsin and audiology at Northwestern University. For two years Mr. Walker taught in the Advanced Department of the New Jersey School for the Deaf. He then became Principal of the South Dakota School for the Deaf where he remained until he enlisted in the Navy in the summer of 1942. During his service in the Navy, he was, for a period of several months, stationed at the Naval Hospital in Philadelphia and was associated with the program for the rehabilitation of deafened Navy Personnel. In January of 1946, upon his discharge from the Navy as a Lieutenant, he became acting Principal of the South Carolina School for the Deaf and the Blind. In the fall of 1946 he accepted the position of Principal of the Minnesota School for the Deaf where he remained until his recent resignation.

LLOYD A. AMBROSEN, PRINCIPAL OF THE MINNESOTA SCHOOL

Lloyd A. Ambrosen has been appointed principal in the Minnesota School for the Deaf, Faribault, to succeed Newton F. Walker.

Mr. Ambrosen is a native of Minnesota. He received his college education in the Winona State Teachers College, and at Gallaudet College. He was coach and instructor in the Minnesota School for a period of six years prior to the war. He has served as principal in the West Virginia School. During the war he saw active service in the United

States Navy. The past two years he has been connected with the Veteran's Administration, with headquarters in Minneapolis.

Mr. Ambrosen is the son of deaf parents. His father and mother attended the Minnesota School for the Deaf. He is married, and has two girls, Susan and Harriet.

MISS WALKER SUPERVISING TEACHER OF THE KENDALL SCHOOL

Miss Isabelle P. Walker is the new supervising teacher and instructor in the Normal Department. Miss Walker, a native of Stanford. Kentucky, received her Bachelor of Arts degree from Centre College in Danville, Ky. Her Master of Arts degree was earned at Gallaudet College where she was a member of the Normal Class of 1935.

Following her graduation from Gallaudet College, Miss Walker taught in the Indiana School for the Deaf until 1940, when she accepted a position in the Kendall School. Since the fall of 1940 Miss Walker has taught so successfully that all with whom she has associated have the greatest confidence in her and in her ability.

As a student in the Normal Department, Miss Walker was a member of the class which collaborated in a study with the United States Office of Education. The results of this study were printed under the *Deaf and Hard of Hearing* by Walker, Rowell and others, U. S. Office of Education members.

Miss Walker has had teaching experience in the primary, intermediate and advanced departments. This unusually broad experience should prove invaluable to her in her new position. At the present time Miss Walker is taking further work in Education at the George Washington University.

Kendall School has been fortunate to have had such outstanding supervising teachers and instructors in the Normal Department as Miss Sarah Harvey Porter, Miss Helen Fay and Miss Josephine Quinn. Miss Walker is a worthy successor to these great teachers.

Just Once A Month

F. W. DOYLE, CHIEF, BUREAU OF SPECIAL EDUCATION, CALIFORNIA

F. W. Doyle, formerly Principal of the Oakland Day School for the Deaf in Oakland, Calif., has been appointed Chief of the Bureau of Special Education in California. Mr. Doyle took his training as a teacher of the deaf at Central Institute in 1930-1932. From 1932-1935 he taught at the Illinois School for the Deaf and from 1935 to 1938 at the New Jersey School for the Deaf. In 1938 he went to Oakland, Calif., as Supervisor of the Deaf and the Hard of Hearing in the public schools. In 1943 he obtained his Master's degree in Education of the Exceptional from Teacher's College, Columbia University. In 1943 he was named Supervisor of Special Education and later Director of Special Education for the Oakland schools. The Chief of the Bureau of Special Education "plans and coordinates the programs of public school education in California for children who are physically handicapped, mentally retarded, and defective in speech; determines standards and formulates rules and regulations for the various programs of special education; consults with school boards and local groups on the development and extension of special education; prepares and develops changes in policy, regulations, or legislation to facilitate programs; conducts research and prepares bulletins; addresses interested groups; and does other work as required."

DR. AL TUDYMAN HEADS OAKLAND DAY SCHOOL

Dr. Al Tudyman has succeeded F. W. Doyle, as Principal of the Oakland Day School. Dr. Tudyman received his B. S. degree from Northwestern University, his M. A. from Northwestern University, and his Ed. D. from Stanford University. From 1935-1937 he taught in Cook County, Illinois, from 1937-38 at the W. K. Kellogg Foundation in Battle Creek, Michigan, was Principal of the Westchester Public Schools in Illinois from 1938-1941, and was in the U. S. Army Air Forces from 1941-1945. In 1945-1946 he was Assistant County Superintendent of

Schools in charge of Special Education in Cook County, Illinois, and was appointed Director of Special Education in the Oakland Public Schools in California in 1948. During the Summer Session of 1941 he was with the University of Chicago Work Shop Staff.

DR. HELMER MYKLEBUST TO NORTHWESTERN UNIVERSITY

Dr. Helmer R. Myklebust, Director of Child Study and Research at the New Jersey School for the Deaf from 1939 to 1948 has accepted a position as Associate Professor of Audiology in the School of Speech at Northwestern University, Evanston, Illinois. Dr. Myklebust is a Gallaudet Normal graduate, Class of '35. He began his work at Northwestern University on July first. While at the New Jersey School his work centered about the development of techniques for the clinical psychological study and guidance of deaf children. His work at Northwestern includes teaching, clinical service and research.

Miscellaneous

Missouri School for the Deaf—The name of Mr. Wesley Priebe, an instructor in the Intermediate Department, was inadvertently omitted from the list of teachers sent in for publication in the January issue of the ANNALS.

Gallaudet College Library Acquires Set of The Silent Worker—The New Jersey School for the Deaf, through the efforts of Supt. Charles M. Jochem, Mr. Tobias Brill, Principal, and Miss Florence Schornstein, Librarian, has donated a complete set of *The Silent Worker* to the Gallaudet College Library. The magazine was founded in 1888 and ceased publication in 1928. Mr. Francis Higgins, a former student of the New Jersey School and at present a member of the faculty of Gallaudet College was also instrumental in acquiring this valuable set of magazines for the college.

Dr. Olive Whildin in Korea—An outstanding leader in the field of education for the blind and for the deaf, Dr. Olive Whildin of Baltimore, Md. (5005 Embla Avenue), is now working with Korean youngsters at the National Blind and Deaf School here.

Established in Seoul in 1912, the National Blind and Deaf School was transferred from the Department of Public Health and Welfare to the Department of Education in January, to place the educational program at the school in charge of educators rather than welfare workers, thereby giving handicapped Korean children educational equality

To help meet the need for specialists to develop the educational program for the blind and the deaf in Korea, a year's leave of absence from the Baltimore Public Schools to work with the United States Army Military Government in Korea was granted Dr. Whildin. Having graduated from the Johns Hopkins University and having

20 years' experience as supervisor of special education, Dr. Whildin is well qualified to fill her present position, adviser in the new section on Exceptional Children, Department of Education.

In the beginning, the National Blind and Deaf School was largely custodial in character. Now the school provides a regular six-year elementary school course, which meets the standards of public primary schools, and a middle school course (high school). This is the first time middle school education has been made available for handicapped groups in Korea. With Dr. Whildin, there are 22 persons on the teaching staff.

Dr. Olive Whildin was graduated from the Normal Training Department at Gallaudet College.

Conference on Problems of the Deaf—The Second Annual Conference on Mental Hygiene and Problems of Exceptional Children was held at Syracuse University, May 14-15. This conference is sponsored by the school of Education, Syracuse University and the George Davis Bivin Foundation, Cleveland, Ohio. A number of the addresses and panel discussions were devoted to the problems of the deaf and of the hard of hearing.

Moving Pictures for the Deaf and the Hard of Hearing— According to the columnist, Leonard Lyons, in the *Washington Post* for May 19, 1948. "A new film project will entail the release of one movie a week for the deaf and hard-of-hearing. There will be captions in many languages to encompass the world-wide market. Another educational project for the deaf and the 10 million Americans who need hearing instruments will have one portion of a television reel without sound, and with the performers facing the camera and speaking slowly to make lip-reading easier."

Hearing Examination Project in Will County, Illinois— Examination of more than 21,000 children in Will County for sub-normal hearing has been inaugurated under the

supervision of the state-wide Advisory Committee on Hearing Conservation and Rehabilitation which includes five faculty members of the Chicago Professional Colleges.

Representatives of 10 organizations and units throughout the state, including the University of Illinois, are cooperating in the program which will continue for approximately eight months. Group and individual audiometric examinations will be administered in all schools in the country, located southwest of Chicago.

All children found to have sub-normal hearing will be directed to general physicians and otological specialists for care. Children who require specialized attention in the form of hearing aid fitting, auditory training, and lip reading will be served through the educational agencies of Will County.

The program for pilot hearing conservation and rehabilitation has been organized to also provide continuous follow-up care. It will provide educational and vocational guidance for many years after the initial procedures have been completed.

The unique project will employ methods of case finding and will structure a clinical re-educational service program. It will serve as a model for future programs in other counties of the state.

Faculty members of the University's department of otolaryngology participated in the organization of the Committee on Hearing Conservation and Rehabilitation, an advisory group to the Commission for Handicapped Children. The committee includes representatives of all major public and private agencies in the state whose present program involves the education, clinical service, and guidance of the hearing handicapped.

Faculty members who have been named to the committee are Drs. Francis L. Lederer, Herbert Koepp Baker, Arnold Grossman, Jean Utley and Jane Irvine. They have already contributed substantially to the program of the committee in the definition of policy, projection of programs, and the organization of services.

Dr. Utley and Miss Irvine have been placed in charge

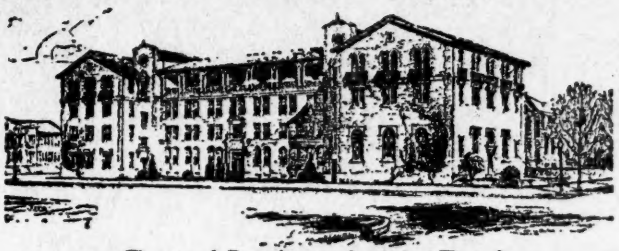
of the technical details of the Will County project, and will train audiometric technicians and other conservationists and educators. Dr. Utley also will direct the research aspects of the program.

The program will be conducted with the active cooperation and support of the Will County Department of Health, County Superintendent of Schools, Superintendent of Joliet Schools, and the Will County Medical Society.

The UI department of speech on the Urbana campus and the Illinois Eye and Ear Infirmary, operated jointly by the University of Illinois and the State Department of Public Welfare, are also represented on the advisory committee.

Other agencies include Northwestern University, Chicago Hearing Society, State Department of Public Instruction, State Department of Public Health, Illinois Teachers for the Deaf, Division of Services for Crippled Children, and Illinois State Normal University.

—*University of Illinois Faculty Newsletter*,
Chicago Professional Colleges, December 1947



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